

## **Syllabus (BA Honors)**

**Sessions: 2021-2022, 2022-2023, 2023-2024**

**Exams: 2022, 2023, 2024**

### **Syllabus Summary**

The Department of Philosophy at Jahangirnagar University is one of Bangladesh's most respected Philosophy departments. The department's research is primarily directed in two broad areas of philosophy: (i) **Ethics** (Western and Eastern) including applied and practical ethics, business ethics, environmental ethics, metaphysics of ethics; and (ii) **Analytic Philosophy** including logic, philosophy of language and philosophy of mind. Besides, the interests of faculties of the department range across contemporary and historical topics in philosophy that include areas like Epistemology, Metaphysics, Philosophy of Science, Aesthetics, Social and Political Philosophy, Chinese and Japanese philosophy, philosophical thoughts of Muslim and Indian intellectuals, etc. The four-Year Undergraduate Program (BA Honors) of the department offers courses focusing on six different modules which are worth of 136 credits and 3400 marks in total.

#### **Credits and Marks:**

First Year	34 Credits	850 Marks
Second Year	34 Credits	850 Marks
Third Year	34 Credits	850 Marks
Fourth Year	34 Credits	850 Marks
Total	136 Credits	3400 Marks

#### **Modules:**

Module A: General Philosophy

Module B: Western Philosophy and Its History

Module C: Eastern Philosophy and Its History

Module D: Ethics and Its History

Module E: Logic, Language and Mind

Module F: Allied Courses

**BA Honors First Year**  
**Sessions: 2021-2022, 2022-2023, 2023-2024**  
**Exams: 2022, 2023, 2024**

Module	Course No	Course Title	Unit and Credit	Marks
Module A	PHI 101	Introduction to Philosophy	1 unit; 4 Credit	100
Module B	PHI 102	History of Western Philosophy (Ancient and Medieval period)	1 unit; 4 Credit	100
Module C	PHI 103	Muslim Philosophy	1 unit; 4 Credit	100
Module D	PHI 104	Introduction to Ethics	1 unit; 4 Credit	100
Module E	PHI 105	Introduction to Logic	1 unit ;4 Credit	100
Module F	PHI 106	History of Ancient Civilization	1 unit; 4 Credit	100
Module F	PHI 107	Introduction to Psychology	1 unit; 4 Credit	100
Module F	PHI 108	Functional English Language	1 unit; 4 Credit	100
Viva-voce			½ unit 2 Credit	50
Total			34 Credit	850

## Course Outlines

### **PHI 101: Introduction to Philosophy**

**1 unit 4 credit 100 marks**

#### **Course Goals and Outcomes:**

- The aim of this course is to introduce students to the most fundamental philosophical questions.
- Upon completion the course students will be able to understand basic problems, theories and nature of philosophy

**Course Descriptions:** The course consists of the following problems and issues:

#### **Introducing Philosophy**

- Origin, definition, nature, scope and value of philosophy;
- Methods of philosophy: authoritarianism, dialectic, criticism and analysis;
- Eastern versus western philosophy;
- Relationship of philosophy to science, religion and other disciplines.

#### **Epistemology or Theory of knowledge**

- Definition of the term 'epistemology';
- Theories of the *origin* of knowledge: rationalism, empiricism, Kant's critical theory, intuitionism;
- Theories of the *nature* of knowledge: realism and idealism;
- Theories of the *extent* of knowledge: agnosticism and skepticism;
- Theories of the *validity* of knowledge: correspondence, coherence and pragmatic theories of truth.

#### **Metaphysics or Ontology**

- Nature of reality: materialism, idealism;
- Materialism: Carvaka materialism, mechanical materialism and dialectical materialism;
- Idealism: Indian Idealism, subjective idealism of Berkeley, objective idealism of Plato and Hegel;
- Number of reality: monism, dualism, pluralism;
- Monism (Shankara's advaita, Spinoza's substance), dualism (Shankhya and Descartes' dualism) and pluralism;
- Theories of the freedom of the will: determinism, indeterminism, self-determinism.

#### **The Universe**

- Concepts of space and time;

- Concepts of matter and life;
- The nature of matter: atomic theory, dynamic theory and traditional views;
- The nature of life: mechanism, vitalism or organism and the concept of emergence.

### **Theories of the Origin of Life**

- Creation and evolution;
- Theories of special creation;
- Theories of evolution: mechanical, teleological, creative and emergent;
- Eastern views on creation and evolution.

### **Philosophy of Mind**

- Theories of mind-body relationship: interactionism, parallelism, epiphenomenalism and occasionalism.

### **Philosophical Issues in Religion**

- The problem of God, the religious conception of God, philosophical conception of God;
- Theories of the relationship between God and the world: deism, pantheism, theism, and atheism;
- Arguments for or against God's existence: cosmological, Ontological, moral and teleological;
- Problem of evil.

### **Axiology**

- Theories of values;
- Nature and definition of value, kinds of values;
- Nature of value judgments, subjectivity and objectivity of value.

### **Aesthetics or theory of beauty:**

- Aesthetic experience, beauty and the nature and function of art.

### **Recommended Readings:**

1. Matin, Abdul, 2006, *An Outline of Philosophy*, Adhuna Prakashan.
2. Morton, A., 1996, *Philosophy in Practice: An Introduction to the Main Questions*, Oxford: Blackwell.
3. Hospers, J., 1988, *An Introduction to Philosophical Analysis* 3<sup>rd</sup>ed, Englewood Cliffs, N.J.: Prentice-Hall.
4. Perry & Bratman (eds.), 1986, *Introduction to Philosophy: classical and contemporary readings*, New York: Oxford University Press.
5. Gould, A. (ed.), 1982, *Classical Philosophical Questions*, U.S.A. : Charles F. Merrill Publishing Co.
6. Hirst, R. J., (ed.), 1970, *Philosophy*, London Routledge and Kegan Paul.

7. Titus, H. H., 1964, *Living Issues in Philosophy*, New York: American Book Co.
8. Edwards, P. and Pap, A. (ed.), 1963, *A Modern Introduction to Philosophy*, New York: Free Press.
9. Joad, C. E. M., 1953, *Introduction to Modern Philosophy*, Oxford: Clarendon Press.
10. Patrick. G.T.W., 1935, *Introduction to Philosophy*, Boston: Houghton
11. Russell, B., 1921, *An Outline of Philosophy*, George Allen & Unwin. Mifflin Company.
12. মতীন, ড. আবদুল, ২০১৭, *দর্শনের রূপরেখা*, ঢাকা, অবসর।
13. চন্দ্র, দেব, গোবিন্দ, ২০০৪, *তত্ত্ববিদ্যা সার*, ঢাকা, অধুনা প্রকাশনা।

**Phil 102: History of Western Philosophy  
(Ancient and Medieval period)**

**1 unit 4 credit 100 marks**

**Course Goals and Outcomes:**

**Course Description:** This course will examine the foundations of Western civilization by surveying the philosophies of the ancient Greek thinkers. In Part I, the early Milesian philosophers' departure from the earlier worldview found in the poems of Homer and Hesiod and the oldest surviving pieces of literature in the Western world will be discussed. Then the rest of the development of the Pre-Socratic thinkers from Thales to Pythagoras, Heraclitus, Parmenides, the Pluralists and the Atomists will be examined. It further includes an examination of the conflict between Socrates and the Sophists in fifth-century Athens as well as the ancient classic philosophy of Socrates, Plato and Aristotle which had such a decisive impact on the development of Western philosophy.

In Part II of the course, a brief introduction to medieval western philosophy with special reference to St. Augustine, Duns Scots, St. Anselm and St. Thomas Aquinas and William of Occam will be discussed.

**Course Goals and Outcomes:**

- The aim of the course is:
- to gain a historical and critical understanding of a number of the conceptions, questions, and discussions that concerned the ancient and medieval Greek philosophers whose thought lay the foundations for Western civilization.
- to seek to understand both the differences and similarities between the various ancient Greek conceptions of nature and humanity, as well as the differences and similarities between these ancient and medieval Greek conceptions of the world and ourselves.
- to be concerned, more generally, with the fundamental question, "What is philosophy?" and to seek to gain an understanding and

appreciation for the importance of philosophical thinking in both one's personal and social life.

- Upon completion of the course students will learn
- to assess of various philosophical schools of ancient and medieval periods and their conceptual and analytical ability
- to evaluate the socio-political issues in that time in Greece.
- to demonstrate the development of idea of Greek.
- draw conclusions about the strengths and weakness of ancient and medieval Greek philosophy.

### **Recommended Readings:**

- 1.Allan, D. J. 1970, *The Philosophy of Aristotle*, Oxford: Oxford University Press,
- 2.Armstrong, A. H., *An Introduction to Ancient Philosophy*, London: Clarendon Press.
- 3.Aristotle, 1970, *The Metaphysics*, tr. W.D. Ross, Oxford: Clarendon Press.
- 4.Burnet, J., 1959, *Early Greek Philosophy*, London: Adam and Charls Blach.
- 5.Boyd, W. *An Introduction to The Republic of Plato*, 1962,London: George Allen & Unwin.
- 6.Burnet, J., 1930, *Early Greek Philosophy*, 4<sup>th</sup> edition, London, A. & C. Black.
- 7.Copleston, F., 1985, *A History of Philosophy*, vols I and II. New York: Image Books.
- 8.Figgis, J. N., 1963,*The Political Aspects of Augustine's 'City of God'*, Gloucester, Mass.: P. Smith.
- 9.Hawkins, D. J. B., 1968, *A Sketch of Medieval Philosophy*, New York: Greenwood Press.
- 10.Knowles, D., 1962, *The Evolution of Medieval Thought*, Longman, London.
- 11.Plato, *The Republic*, tr. A. D. Lindsay, London: 1961.
- 12.Plotinus, 2005,*The Enneads*, Trans. by Stephen MacKenna. London: Penguin Classics.
- 13.Radhakrishnan, S. (ed.), 1953, *History of Philosophy: Eastern and Western*, vol. II, London: Allen and Unwin.
- 14.Russell, B., 1962, *A History of Western Philosophy*, London: Allen and Unwin, London.
- 15.Stace, W. T., 1920, *A Critical History of Greek Philosophy*, London: Macmillan.
- 16.Taylor, 1963, A. E. (ed.) *Aristotle*, London: Prentice Hall.
17. Thilly, F., 1951, *A History of Philosophy*, New York: Charles Scribner's Sons, .

18. Zeller, E, 1931, *Outlines of the History of Greek Philosophy*, London: Kegan Paul,.
১৮. হোসেন, ড. মো. শওকত, ২০২২, *প্রাচীন ও মধ্যযুগের পাশ্চাত্য দর্শনের কথা*, ঢাকা: তিথি পাবলিকেশন।
১৯. হালিম, আবদুল, ১৯৭৫, *গ্রীক দর্শন: প্রজ্ঞা ও প্রসার*, ঢাকা: বাংলা একাডেমী।
২০. ইসলাম, আমিনুল, ২০০২, *প্রাচীন ও মধ্যযুগের পাশ্চাত্য দর্শন*, ঢাকা: শিখা প্রকাশনী।
২১. রায়, তারক চন্দ্র, ১৩৬২, *গ্রীক দর্শন ও মধ্যযুগের দর্শন (১ম খণ্ড)*, কলিকাতা বিশ্ববিদ্যালয়।
২২. রায়, প্রদীপ (অনূদিত), ২০০৬, *পাশ্চাত্য দর্শনের ইতিহাস*, ঢাকা: অবসর প্রকাশ।
২৩. অনুবাদ: মিয়া, আবদুল জলিল, ১৯৮৮, *অ্যারিস্টটলের অধিবিদ্যা*, ঢাকা, বাংলা একাডেমী।
২৪. অনুবাদ: করিম, সরদার ফজলুল, ১৯৮২, *প্লেটোর রিপাবলিক*, ঢাকা: বাংলা একাডেমী।

### PHI 103: Muslim Philosophy

1 unit 4 credit 100 marks

#### Course Goals and Outcomes:

- The main purpose of the course is to provide a general account of Muslim philosophy and its development : the beginning of philosophical thinking among the Muslims
- Upon completion the course students will be able to understand various philosophical problems and issues of Muslim philosophy.

#### Recommended Readings :

1. Deboer, T. J., 1961, *The History of Philosophy in Islam*, London: Luzac.
2. Fakhri., M., 1983, *A History of Islamic Philosophy*, New York: Columbia Press.
3. Hai, S. A., 1964, *Muslim Philosophy*, Dhaka.
4. Mostafa Kawsir, *Al Ghazali Theory of Knowledge*, Dhaka, Raman Publication.
5. Nasr, S. H. & Leaman, O, 1998, *History of Islamic Philosophy*, vol. 1-2, London: Routledge,.
6. Quasem, M. A. 1978, *Al-Ghazali on Islamic Guidance*, Kualalampur.
7. Quasem, M. A., 1979, *The Ethics of al-Ghazali*, New York.
8. Quasem, M. A., 1980, *The Jewels of the Quran: Al-Ghazali's Theory*, London: Kegan Paul.
9. Rahman, M. M, *The Philosophy of Al-Ghazali*, Chittagong.
10. Rahman, S. A, 1970, *An Introduction to Islamic Culture and Philosophy*, Revised edition, Dhaka.
11. Sharif, M. M. (ed.), *A History of Muslim Philosophy*, Vol. I & II, Weisbaden: Harrassowitz, 1983.
12. Sheikh, M. S, 1962, *Studies in Muslim Philosophy*, Lahore.



13. Watt, M. M, 1962, *Islamic Survey: Philosophy and Theology*, Edinburg:Edinburgh University Press.
14. রহমান,বদিউর, ২০০৫, *মুসলিম দর্শনের ইতিহাস*, ঢাকা, নওরোজ কিতাবস্তান।
15. শাহজাহান, মুহাম্মদ, ২০০০, *আল-গাজ্জালীর দর্শন*, রাজশাহী।
16. শাহজাহান, মুহাম্মদ, ২০০২, *আল-ফারাবীর দার্শনিক চিন্তাধারা*, ঢাকা, বাংলা একাডেমী
17. ইসলাম, ড. আমিনুল, ২০১৩, *মুসলিম ও দর্শন*, মাওলা বাদার্স, পঞ্চম সংস্করণ।
18. হামিদ, ঢালী, ড. মো: আবদুল ও ড. মুহাম্মদ আবদুল হাই, 2016, *মুসলিম দর্শন পরিচিতি*, অনন্যা প্রকাশনী, চতুর্থ মুদ্রণ।

## **PHI 104: Introduction to Ethics**

**1 unit 4 credit 100 marks**

### **Course Goals and Outcomes:**

#### **Aims of the course:**

- This course has two main goals. First, students will learn about some of the most important theories and figures of moral philosophy in the hope that they can develop a clear understanding of the questions that recur in ethical debate. Second, students will be encouraged to think about these questions (e.g., “what is morally right action?”, “what are my duties to others?”, “how important is moral disagreement?”).
- The course aims to introduce the students the philosophical contributions to ethics by examining the thinking of ethical thought from the times of the ancient Greeks to modern period. It will also invite the students to consider the possible relevance of Greek classical ethicists to modern ethical controversies.

#### **Objectives of the course: By the end of this course, students will be able to:**

- explain and evaluate some of the major ethical theories, including utilitarianism, deontology, and virtue ethics;
- explain some important questions and problems in moral philosophy;
- demonstrate knowledge of important ethical system;
- demonstrate their respect for different ethical perspectives;
- critique some aspects of an ethical position;
- clearly formulate their ethical position on an issue;
- Develop arguments which are based on sound inferences and Clear premises;
- conduct library research on a topic, as appropriate;
- develop and defend interpretations of philosophic arguments and positions found in philosophic texts;
- ask relevant, critical questions about philosophic arguments, both about their internal logic (validity) and the truth of their premises (soundness);
- analyze and explain the relationship between philosophic terms,



‘right’, ‘good’, ‘happiness,’ ‘autonomy,’ ‘virtue,’ ‘moral relativism,’ and ‘moral absolutism’.

On successful completion of the course, student can learn:

- Purpose of western moral philosophy;
- have become aware of the of the main arguments of the majorethicists in Western thought;
- be able to apply some of the criteria of classical ethicists to on-going moral and social issues.

### **Course Description:**

#### **Part A: (Introduction to Ethics)**

**Introduction:** Definition, Nature and scope of ethics, The method of ethics, Different types of ethics, Utility of the study of ethics.

**Relation of ethics to other sciences:** Religion, Law, Psychology, Sociology, Politics and Economics.

**Psychology of moral action:** Moral, Non-moral and Immoral acts, Non-voluntary or Non-moral action, Analysis of voluntary action. Wish and its relation with Desire, Universe of Desires, Conflict of desires, Conduct, Motive and intention.

**Nature and object of moral judgment:** Nature of moral judgment, Subject and Object of moral judgment, Different types of moral judgments, Moral judgment and Judgment in logic, Conscience (the subject of moral judgment), Theories of conscience.

**Postulates of moral judgment:** General statement of the postulates of moral judgment, Freedom of will, Theories of freedom of will, Immortality of the soul, Existence of God.

**Theories of moral standard:** Law as the standard of morality, Pleasure as the standard of morality, Evolutionary Hedonism, Intuitionism, Rationalism and Eudemonism or Perfectionism as the standard of morality.

**Moral life:** Nature of virtue, Cardinal virtues, Early Greek and some recent views on virtues, Absolutism and Relativism, Moral relativism and cultural relativism, Theory of justice: Plato and Rawls.

**Theories of relationship between individual and society:** Egoism, Altruism and Universalism. Theories of punishment.

#### **Part B (History of Western Ethics)**

**Greco-Roman Ethics:** The philosophical point of the history of ethics, characteristics of Greek ethics, pre-Socratic ethics: Democritus, Heraclites, Pythagoras, and sophist’s humanism. Socratic ethics:

knowledge and virtue, post-Socratic ethics: hedonism of cynics, rationalism of cynics.

**Ethics of Plato:** *The Crito*: Duty, Honor, and Caring for One's Soul, *The Euthyphro*: Divine Commands and Ethical Obligations, *The Republic*: The nature of Justice and Morality, Evaluation of Prevalent Theories: theory of justice, theory of Virtue.

**Aristotelian Ethics:** *The Nicomachean Ethics*: Telos and the Goal of Human Activity, Moral Virtue, The Golden Mean Friendship, Nature of Virtue, Post Aristotelian Ethics: Stoic and Epicurean Ethics, Roman Ethics.

**Modern Western Ethics:** Decay of Medieval Philosophy and Transition to Modern Thought, various forms of Hedonism: Evolutionary Hedonism of Hobbes, Herbert Spencer, Leslie Stephen, S. Alexander, Gross and Refined Hedonism or Utilitarianism of J. S. Mill and J. Bentham, Kant's formalism: Postulates of Morality, Duty for Duty's Sake, Good Will and Categorical Imperative.

**Intuitionism:** Theories of Shaftsbury, Hutcheson, Cud worth, Price, Samuel Clarke and Butler. Perfectionism: Hegel, F.H. Bradley, Green, Banquet, Intuitionist Utilitarianism of Sidgwick.

**Ethics of David Hume:** Reason and Passion, Morality and Sentiment, Natural and Artificial Virtue, Merit, Virtue and Talent

### **Recommended Readings :**

1. Shafer-Landau, Russ, 2013, *Ethical Theory: An Anthology*, 5th ed. Wiley-Blackwell.
2. Irwin, 2008, *The Development of Ethics*, Vol. II: From Suarez to Rousseau, Oxford.
3. Gill, Michael B., 2006, *The British Moralists on Human Nature and the Birth of Secular Ethics*, Cambridge University Press.
4. MacIntyre, A. C., 1998, *A Short History of Ethics: A History of Moral Philosophy from the Homeric Age to the Twentieth Century*, London: Routledge.
5. Bond, E. J., 1996, *Ethics and Human Well-being: An Introduction to Moral Philosophy*, Cambridge: Mass.: Blackwell.
6. Rapheal, D. D., 1994, *Moral Philosophy*, 2<sup>nd</sup> ed., New York: Oxford University Press.
7. Rachels, J., 1993, *Elements of Moral Philosophy*, 2<sup>nd</sup> ed., New York: McGraw-Hill.
8. Stephen Darwall, 1995, *The British Moralists and the Internal Cambridge: 'Ought': 1640-1740*.
9. Frankena, William. K., 1987, *Ethics*, Prentice Hall of India.

10. Rachels, J., 1986, *The Elements of Moral Philosophy*, New York: MacGraw –Hill, (rpt.1999).
11. Norman, R., 1998, *The Moral Philosophers*, 2nd edition; 1st ed., 1983, O.U.P.
12. Frankena, William. K., 1980, *Thinking About Morality*, Ann Arbor: University of Michigan Press.
13. Taylor, P. W., 1975, *Principles of Ethics: An Introduction*, Belmont, Calif.: Dickenson Pub. Co.
14. Wall, G. B., 1974, *Introduction to Ethics*, Columbus, Ohio: Charles Merrill Publication Co.
15. Wall, G. B., 1974, *Introduction to ethics*, Charles Merrill Publication Co.
16. Datta, Abani Mohan, 1967, *Problems of Ethics*, 1<sup>st</sup> Edition, Chittagong: Published by P.K. Datta.
17. Lillie, W., 1964, *An Introduction to Ethics*, 3<sup>rd</sup> ed., London: Methuen.
18. Richard, G.T., and Bernard, R. 1967, *Moral Philosophy: A Systematic Introduction to Normative Ethics and Meta-Ethics*, New York: Macmillan.
19. Sidgwick, H., 1967, *Outlines of the History of Ethics*, NY: Macmillan.
20. Mackenzie, Johns, 1964, *A Manual of Ethics*, London: University Tutorial Press Ltd.
21. Kant, 1949, *Fundamental Principles of Metaphysics of Morals*, London: tr. By T.K. Abott.
22. Rogers, A. P., 1911, *A Short History of Ethics: Greek and Modern*, London: Macmillan.
২৩. রহমান, আ.ফ.ম উবায়দুর, ২০০৪, *নীতিবিদ্যা*, উন্মুক্ত বিশ্ববিদ্যালয়।
২৪. ভূঁইয়া, আনোয়ারুল্লাহ, ২০০৩, *নীতিবিদ্যা*, বাংলাবাজার: অবসর পুকাশনী।
২৫. খানম, রাশিদা, আখতার, ২০০০, *নীতিবিদ্যা: তত্ত্ব ও বিশ্লেষণ*, ঢাকা: জাতীয় গ্রন্থ প্রকাশন।
২৬. বাংলা অনুবাদ: হাই, সাইয়েদ আব্দুল, ১৯৮২, *নৈতিকতার দার্শনিক তত্ত্বের মূলনীতি*, ঢাকা: বাংলা একাডেমী।
- Mill, J. S., ১৯৭৯, *Utilitarianism*, Indianapolis: Hackett Publisher. বাংলা অনুবাদ: বেগম, হাসনা, ১৯৮৮, *উপযোগবাদ*, ঢাকা: বাংলা একাডেমী।

## PHI 105: Introduction to Logic

1 unit 4 credit 100 marks

### Course Goals and Outcomes:

- to provide students a clear and comprehensive conception by which they can recognize arguments and their properties;
- to make students aware of various functions of language;
- to make students able to identify logical fallacies (errors/mistakes) that are often committed during informal conversations;
- to make students capable of apprising formal arguments ;
- to give students ideas concerning hypothetical/scientific reasoning;
- to improve students' ability to think critically.

Upon successful completion of this course, it is expected that students will be able to

- represent the structure of statements and arguments using a formal logical framework;
- assess formalized arguments and apply formal methods to clarify and assess real-world arguments;
- identify strengths and weaknesses of the arguments and reasoning appear in textbooks and academic papers of his/her field of study;
- formulate logical objections to a theory/idea in his/her own field of study;
- invent counterarguments of their own against a philosophical theory;
- present and defend oral/written opinion on logical and interpretative questions arising from the engagement with academic and real-world arguments;
- to apply critical thinking and reasoning skills in a wide range of career paths and courses of study.

**Course Description:** This course provides an introduction to some basic deductive and inductive techniques used in appraising arguments. The main focus of the course will be on elementary formal logic, but the course will also consider informal techniques for the analysis and resolution of ambiguities, confusions, and fallacies that occur in everyday life and ordinary language. In particular, the course covers the following topics:

Basic concepts: what logic is; branches of logic; recognizing arguments and their properties; validity, truth, soundness, strength and cogency; problems of reasoning; short history of logic.

Language: uses and functions of language; the nature of agreement and disagreement about facts; categories of dispute and ways of resolving disputes; various types of definitions; informal fallacies that occur in ordinary language.

Deduction: categorical propositions and their properties; immediate inferences; existential import and the interpretation of categorical propositions; symbolism and diagrams for categorical propositions; categorical syllogism and the formal nature of syllogistic arguments; techniques for testing syllogisms and syllogistic fallacies; syllogisms in ordinary language including translating categorical propositions into standard form, enthymemes and sorties disjunctive and hypothetical syllogisms.

Induction: analogical reasoning; causality and Mill's Methods of experimental inquiry; limitations of inductive techniques; hypothetical/scientific reasoning; scientific explanations; the nature and stages of scientific investigation; alternative conceptions of probability; probability calculus; probability of joint occurrences and probability of alternative

occurrences; expectation value.

### **Required Texts:**

Copi, Irving M. and Cohen, Carl, 2005, *Introduction to Logic* (12<sup>th</sup> edition), Upper Saddle River, NJ: Pearson/Prentice Hall. [Chapters: 1-8, 12-15]

### **Recommended Readings:**

1. Hurley, Patrick J., 2008, *A Concise Introduction to Logic* (10<sup>th</sup> edition), USA, UK, Canada: Wadsworth/ Cengage Learning
2. Carter K. Codell, 2005, *A First Course in Logic* (Gold edition), New York: Pearson/Longman.
3. Layman, C. Stephen, 2005, *The Power of Logic* (3<sup>rd</sup> edition), New York: McGraw-Hill Companies, Inc
4. Priest, G., *Logic: 2000, A Very Short Introduction*, New York: Oxford University Press.
5. Cohen, M.R. and Nagel, E., 1978, *An Introduction to Logic and Scientific Method*, London: Routledge and Kegan Paul.
6. Joseph, H. W. B., 1967, *An Introduction to Logic*, Oxford: Clarendon Press.
7. Angell, R. B., 1964, *Reasoning and Logic*, New York: Appleton-Century-Crofts.
8. Salmon, W. C., *Logic*, NJ: Prentice-Hall Inc., 1963.
9. Stebbing, L. S., 1930, *A Modern Introduction to Logic*, London: Methuen and Co. Ltd..

## **PHI 106: History of Ancient Civilization**

**1 unit 4 credit 100 marks**

### **Course Goals and Outcomes:**

- The main objective of the course is to give a general overview of the most prominent ancient civilizations from across the globe. The course aims to introduce the student to the most salient features of each civilization and examining its major influence on human history. Along with the geographical distribution of ancient civilizations, this course emphasizes the intellectual accomplishment of each civilization: invention of writing, wheeled transport, calendar, introduce of metallurgy, concept of written law, idea of democracy, birth of philosophy etc. Therefore, after successful completion of this course the students will be able to scrutinize the heterogeneity and diversity of human history.
- On successful completion of the module, students will be able to:
- Understand the basic concepts of culture and civilization
- Understand the major innovations of ancient civilizations that have



propelled society forward.

- Understand the process of Urbanization.
- Acquire knowledge to examining the indelible influence of certain ancient civilizations on modern times.
- Acquire knowledge on the geographical distinction and its influence on the development of ancient civilizations.
- Acquire knowledge on the complexity of social and cultural organizations of most prominent ancient civilizations.

**Course Descriptions:** The course includes following topics:

- Pre-historic period – (a) Stone age, (b) Chalcolithic period, (c) Trend of the human development during the Pre-historic period.
- Egyptian civilization – (a) Rise of the civilization, (b) Role of the river Nile, (c) Contributions.
- Mesopotamian civilization – (a) Sumerian civilization,(b) Babylonian civilization,(c) Assyrian civilization, (d) Chaldean civilization.
- South Asian Civilization: (a) Rise of the civilization, (b) Contributions, (c) Causes of the fall of the civilization.
- Persian civilization – (a) Administrative system, (b) Contributions to the Religion.
- Ancient Chinese civilization: (a) Shang dynasty, (b) Chou dynasty, (c) Contributions to the Philosophy and other cultural arena.
- Hebrew civilization: Contributions to the Religion.
- Aegean civilization: Nature and Contributions.
- Greek civilization: (a) Sparta, (b) Athens, (c) Contributions to the Hellenic and Hellenistic civilization.
- Roman civilization: (a) Roman Republic, (b) Roman Empire, (c) Contributions, (d) Fall of the Roman civilization.

**Recommended Readings:**

1. Arnold, L. Toynbee: 1963, *A Study of History*, Oxford University Press.
2. Baikie. James: 1929, *A History of Egypt*, A & C. Black.
3. Bertholet, Alfred: 2004, *A History of World Civilization*, Wipf and Stock.
4. Browning, R: 1985, *The Greek World*, Thames and Hudson Ltd..
5. Burns, E, Rakph, P.L.: 1969, *World civilization*, Oxford University, 4th edition.
6. Ceram, C. W. : 2001, *The Secret of the Hittites*, Phoenix.
7. Childe, G: 1950, *What Happened in History*, Penguin books.
8. Corotti, G.: 1908, *A History of Art*, Duckworth & Co., London.
9. Grote, G.: 1852 (a) *History of Greece, Vol. III*, Boston: John P. Jewett and Company. 1997 ,(b) *The Greek City and its Institution*, Routledge, 1st edition.
10. Morton, W. Scott, 1995, *China: Its History and Culture*, McGraw-Hill,

3rd ed.

11. Patricia, Backley, 1981, Ebery: *Chinese Civilization and Society*, Free Press, 1st ed.
  12. Rostovtzev, M. I, 1986, : *Social and Economic History of the Hellenistic World*, Oxford University Press.
  13. Starr, C. G., 1991, *A History of the Ancient World*, Oxford University Press.
  14. Swain, J. E., 1938, *A History of World Civilization*, New York; London: McGraw-Hill Co..
  15. Tomory, E, 2006, *A History of Fine Arts in India and the West*, Orient Black Swan.
  16. Wallbank, W., Taylor, A. M. and Balkkey, N, 1998, *Civilization Past and Present Vol-1*, 5th edition., Not Avail.
১৭. শাহনাওয়াজ, এ. কে. এম, *বিশ্ব সভ্যতা (প্রাচীন যুগ)*, বাংলাবাজার, ঢাকা প্রতীক প্রকাশনী ।
১৮. শাহনাওয়াজ , এ. কে. এম, ১৯৯৯, *ভারত উপমহাদেশের ইতিহাস-প্রাচীন যুগ*, বাংলাবাজার, ঢাকা, প্রতীক প্রকাশনী ।
১৯. হালিম, আব্দুল ও বেগম, নূরুন নাহার, ২০১৩, *মানুষের ইতিহাস-প্রাচীন যুগ*, বাংলাবাজার, ঢাকা, আগামী প্রকাশনী ।

## **PHI 107: Introduction to Psychology**

**1 unit 4 credit 100 marks**

### **Course Goals and Outcomes:**

- The objective of the course is to give detailed account of psychology which includes the nature of psychology, the methods of psychology and general perspectives of human behavior focusing on various issues of Psychology.
- Upon completion of the course, students will be able to understand psychology in general and their behavior in the light of perspectives they learned in this course.

**Course Descriptions:** The course includes the following topics:

### **Part 1: Brain, Behavior and Consciousness:**

The nature and function of the brain. The nature and function of the nervous system. The organization of the brain. The human consciousness and split brain.

Sensation and Perception: General characteristics of sensation. Different senses. The process of perception. Interpretation and perception.

Motivation and Emotion: The nature of motivation. The motivation cycle. Hunger. Sexual motivation and behavior. Social Motivation. The nature of emotion.

States of Consciousness: Normal awaking consciousness. Active and passive attention. Sleep and Dreams. Meditation. Hypnosis.

### **Part 2: Learning and Cognition:**

What is learning? Classical conditioning. Operant conditioning. Human Memory. Memory systems – An overview. Sensory memory. Short-term



memory. Long-term memory. Memory and the brain forgetting: When memory fails?

Thinking and Language: The nature of thinking. Concepts. Problem solving. Formal Reasoning. Language and development of language.  
Intelligence: The nature of intelligence, Intelligence tests, Extremes of intelligence, Heredity environment and intelligence.  
Attention: The nature and determiners of attention.

### **Part 3: Personality and Social Psychology**

Perspective on personality, psychodynamic perspective, the trait perspective, the behavioral perspective, the humanistic perspectives, Projective testing of personality, Social perception and social influence, Psycho-Analysis and Freud's theory of Dream, Deception and Self-deception.

### **Part 4: Psychological Disorder and Treatment**

Stress and stress disorders: Understanding stress, stressful life events, coping with stress. Stress, coping, and illness. Major Psychological disorders: Criteria of abnormality, Perspective of psychological disorders. Treatment Psychological Disorder: Beginnings of modern treatments, Psychoanalytic therapy, Behavior therapy, Humanistic therapy, Therapy in groups.

### **Part 6: Emotional Intelligence**

The Emotional Brain: What are emotions for? Anatomy of emotional hijacking. The nature of emotional intelligence: When smart is dumb, the roots of empathy, Emotional intelligence applied: Managing with heart, Mind and Medicine, Windows of opportunity, Trauma and emotional relearning, Temperament is not destiny. Emotional literacy: The cost of emotional illiteracy, Schooling the emotions.

### **Required Texts**

Lahey, B. Benjamin, 2012, *Psychology An Introduction*, 11<sup>th</sup> Edition, New York: McGraw Hill.

### **Recommended Readings:**

1. Feldman, R. S. 2005, *Understanding Psychology*, Seventh edition, New Delhi: McGraw Hill.
2. Goleman, D., 1996, *Emotional Intelligence: Why it can matter more than IQ*, London: Bloomsbury Publishing Plc.
3. Crider, A. B., Goethals, G. R., Kavanaugh, R. D., & Solomon, P.R, 1983, *Psychology*, California: Scott, Foreman & Company.
4. Morgan, C. T., A King and Robinson, 1979, *Introduction to Psychology*, New York: McGraw-Hill, Inc.

5. Freud, S., 1940, *An Outline of Psychoanalysis*, in Standard edition of the complete works of Sigmund Freud, 1964 Voll: XXIII, London.

## **PHI 108: Functional English Language**

**1 unit 4 credit 100 marks**

### **Course Goals and Outcomes:**

- The course aims at developing communicative competences and four key ‘macro skills’ of listening, speaking, reading and writing with a view to enabling students to attend classes and seminars efficiently, speak clearly and convincingly at different socio-cultural settings and workplaces, make formal presentation and public speech. Also, this course helps students to read critically, use appropriate words and write focused, coherent, error-free sentences, paragraphs, critical essays, report, résumé, and cover letter, and initiate writing a research paper. The course pursues these objectives in a two-step process: knowing the basics of each macro skill and then performing them in action through some carefully designed tasks and simulations.

### **Speaking Skills**

#### **Speaking Basics:**

- i. Phonetics
- ii. Phonetic symbols
- iii. Production of speech sounds: Place of articulation, Manner of articulation
- iv. IPA transcription
- v. Stress: word stress, sentence and phrase stress.
- vi. Intonation
- vii. Rhythm
- viii. Pitch
- ix. Aspects of connected speech: rhythm, assimilation, Elision, linking.
- x. Regional variation: British and American English
- xi. Projection and articulation: Speaking fluently at an appropriate pace; speaking clearly at an appropriate volume.

#### **Speaking in action:**

- i. Conversation: purposes of conversation, turn-taking strategies, the role of topics, repairing, and formal features of conversation: syntax, style, conversational routines, and conversational fillers, opening and closing conversation.
- ii. Concept of fluency: accuracy, intelligibility, control, hesitant cycle, more fluent cycle.
- iii. Types of conversation: transactional, interactional, formal and casual conversational styles, expository, evaluative, service, social, negotiation of meaning, management of interaction.

- iv. Public Speaking: non-verbal communication: body language, eye contact, facial expression, vocal cues, spatial use and time use.
- v. Presentation: planning, preparing, and giving a presentation, making PowerPoint slides.

### **Speaking Tasks:**

Practice dialogues on different topics, role play using role cards, making a speech, both prepared and impromptu, and giving presentation.

### **Listening Skills**

#### **Listening Basics:**

- (i) The listening process: bottom-up and top-down processing,
- (ii) Types and purposes of listening: monologue, dialogue, planned, unplanned, interpersonal and transactional, unfamiliar, and familiar.
- (iii) A comparative study on features of speech sound in Bangla and English: /r/, /l/, /s/, /z/, /t/.
- (iv) Barriers in listening
- (v) The difficulties faced by Bangla learners of English in listening.

#### **Listening in action:**

- (i) Recognizing sounds and words: word divisions, key words, transitions, word-order, etc.
- (ii) Catching information: grammatical relation, stress, intonation, etc.
- (iii) Finding central information in sentence.

#### **Listening Tasks:**

Dictogloss (Wajnryb,1986) Sessions, Listening comprehensions, a jigsaw listening task, an interactive listening task, listening to the news, watching video-clips with and without subtitles and writing transcripts, and problem solving competition (tracing a route on a map and operating electronic gadgets, for example) by listening to recorded instructions.

### **Reading Skills**

#### **Reading Basics:**

- i. Types of reading: strategic, fluent, oral, silent, intensive, extensive.
- ii. Reading processes: top-down, bottom-up, interactive.
- iii. Reading strategies: skimming, scanning, inference, predicting, identifying, analyzing, synthesizing.
- iv. Reading defects: faulty reading habits, subvocalising, finger pointing, regressions.
- v. Fluent Reading: speed reading versus fluent reading (200 w.p.m. with 70% comprehension).

- vi. Improving Reading Skills: activate prior knowledge, cultivate vocabulary, increase reading rate, verify reading strategies, and evaluate progress.

**Reading in action:**

- i. Reading for comprehension applying different strategies
- ii. Dealing with unfamiliar words and language variation
- iii. Understanding text organization
- iv. Understanding denotative and connotative meaning, transitions in sentences and paragraphs
- v. Reading texts in contexts

**Reading Tasks:**

Reading for understanding, Reading for fluency, vocabulary exercise, reading for factual information, Summarizing, Reading in academics: philosophy, literature, science, commerce, anthropology, history, politics, etc., Reading blurbs, media texts, etc.

**Writing Skills**

**Writing Basics:**

- i. Basic principles of effective writing: point and support.
- ii. The writing process: prewriting, first draft, revising, editing, review activities.
- iii. Four steps in writing: point, idea, organization, writing clear and error-free sentences.
- iv. Four bases for writing: unity, support, coherence, and sentence skills.
- v. Four basic elements of a paragraph: topic sentence, developers, modulator, and terminator.
- vi. Paragraph development: nine patterns: example, cause and effect, process, comparison and contrast, defining, classifying, describing, narrating, and arguing.
- vii. Essay Development: comparison between a paragraph and an essay, topic sentence versus thesis statement, planning the essay, important points about the essay.
- viii. Sentence skills: sentence structures and patterns.
- ix. Remedial Grammar: article, number, subjects and verbs, tense, regular and irregular verbs, adjective and adverb, sentence types: simple, complex, compound, base rule, voice, narration, degree, conversion of words, conversion of sentences, transformation, gerund, participles, infinitive, preposition, relative clauses, conditionals and wish, questions, negatives and answers, modal verbs, fragments, run-ons, misplaced modifiers, and dangling modifiers.
- x. Mechanics: paper format, capitalization, number and abbreviations.
- xi. Punctuation: apostrophe, quotation marks, comma, period, semicolon, dash, etc.

- xii. Word use: using the dictionary, improving spelling, vocabulary development, commonly confused words, effective word choice, synonym and antonym, roots, prefixes and suffixes.

### **Writing in Action:**

- i. Writing paragraphs and essays of different kinds and on various topics.
- ii. Writing an exam essay.
- iii. Writing a summary and a précis.
- iv. Writing a report.
- v. Writing a résumé and a cover letter.
- vi. Writing business letters: content and style, enquiries, replies and quotations, orders, payments, complaints and adjustments, etc.
- vii. Basics of writing a research paper.
- viii. Writing to the editor.

### **Writing Tasks:**

writing conference, completing stories, writing stories, describing a person, place, object, writing blurbs for cartoon, describing a picture, photograph, Narrating the plot after watching a movie/drama, instructional activities(rehearsing phase): values clarification, clustering or word mapping, brain storming, ranking activities, quickwriting, (drafting/writing phase):strategic questioning, time-focused writing, elaboration exercise, reduction exercise, jumbled paragraphs, jumbled essays, writing thesis statements and topic sentences, group drafting, (revising phase): peer feedback, group-correction activities, revising and rewriting exercises.

### **Books Recommended:**

1. Liz & John Soars, 2008, *New Headway: Intermediate Student's Book*.
2. Osborne, J., 2005, *Public Speaking*. McGraw-Hill.
3. Langan, J., 2001, *English Skills*. McGraw-Hill.
4. O'Connor, J.D., 2000, *Better English Pronunciation*. Cambridge U P..
5. Ashby, P., 1995, *Speech Sounds*. Routledge. Oxford UP.

**BA Honors Second Year**  
**Sessions: 2022-2023, 2023-2024, 2024-2025**  
**Exams: 2023, 2024, 2025**

Module	Course No	Course Title	Unit and Credit	Marks
Modul A	PHI 201	Philosophy of Education	1 unit; 4 Credit	100
Module B	PHI 202	History of Western Philosophy (Modern Period)	1 unit; 4 Credit	100
Module C	PHI 203	Indian Philosophy	1 unit; 4 Credit	100
Module C	PHI 204	Chinse and Japanese Philosophy	1 unit; 4 Credit	100
Module D	PHI 205	Eastern Ethics	1 unit; 4 Credit	100
Module E	PHI 206	Symbolic Logic I (Sentential and Predicate Logic)	1 unit; 4 Credit	100
Module F	PHI 207	Critical Thinking, and Recent Issues	1unit; 4Credit	100
Module F	PHI 208	History of Bengal and the Emergence of Bangladesh	1 unit; 4 Credit	100
Viva voce			½ unit; 2 Credit	50
Total			34 Credit	850

**Course Outlines**

**PHI 201: Philosophy of Education**

**1unit 4 credit 100 marks**

**Course Goals and Outcomes:**

This course will provide students with an opportunity to consider a variety of educational issues from a philosophical perspective. The course will explore general questions such as: What is the ultimate goal of education? How is education different from social indoctrination? Should education aim at making good citizens? What should be taught and what is the most effective way to teach it? What are the roles of reason and autonomy in learning? Should

education limit itself to imparting literacy, numeracy, and various kinds of skill and information, or should teachers also strive to influence the character and values of their students? In addition to these, various specific topics of current interest in the philosophy of education may be explored, such as: academic freedom; access to education; educational testing and measurement; fairness in education; academic standards; the ethics of special education; religious education; propaganda in education; sex education; education and career training.

This course will also address how historical influences, setting, and ideas have influenced and continue to have relevance for education and life today in the context of Bangladesh.

Upon completion of the course the students will understand some of the central concepts in the philosophy of education, such as training, socialization, indoctrination, facts and values, and fostering autonomy. They will be able to promote a greater awareness of the numerous philosophical and controversial aspects of educational theory and practice. Students will be able to develop a capacity for philosophical analysis and critical reflection in the context of understanding the foundations of education, its main purpose and its essential.

**Course Description:** Nature and scope of philosophy of education. Education and philosophy of education. Education, politics, economic order and public education policy. Education, ethics and religion. Education and theories of knowledge. The purpose of education.

**Different Theories of Education:** Idealism, Naturalism, Realism, Pragmatism and Existentialism

Views of Plato, Aristotle, Ghazzali, Iqbal, Dewey, Rousseau, Russell, Marx and Rabindranath Tagore, Gandhi, Rokeya Sakawat, Iswarchandra Bidyasagor, Allama Iqbal.

Comparative discussions of various educational systems and policy.

Educational policy of Bangladesh. Nature and scope of philosophy for children: developing philosophical enquiry and reflection through dialogue and narratives; role of philosophy for children to educate citizens in the pluralistic society. Theories of education.

**Recommended Readings:**

1. Boyd, W., 1952, *The History of Western Education*, London.
2. Brubacher, J. S., 1963, *Modern Philosophies of Education*, third edition, New York.
3. Dewey, J., 1916, *Democracy and Education*, New York.
4. Kilpatrick, W. H., 1951, *The Philosophy of Education*, New York.
5. Lipman, Matthew, 1980, *Philosophy in the Classroom*, Temple.



6. Lipman Matthew, 1991, *Thinking in Education*, NY , Cambridge University Press.
7. Lipman Matthew, 1982, *Looking for Meaning: Instructional Manual to Accompany*, PIXIE, IAPC, NJ, USA.
8. Moore, T.W, 1986, *Philosophy of Education*, Routledge: Kegan Paul, London.
9. O'Connor, D.J., 1957, *Introduction to the Philosophy of Education*, Routledge and Kegan Paul Ltd.
10. Park, J, 1963, *Bertrand Russell on Education*, Columbus.
11. Peters, R (ed.), 1973, *The Philosophy of Education*, Oxford University press.
12. Russell, B., 1926, *On Education*, London.
13. Russell, B., 1926, *Education and Social Order*, New York.
14. Reid, L. A., 1962, *Philosophy of Education*, London.
15. Ulich, R., 1961, *Philosophy of Education*, New York.
১০. ভূঁইয়া , আনোয়ারুল্লাহ, ২০০৯, শিক্ষা দর্শন : তত্ত্ব ও ইতিহাস, ঢাকা, অম্বেষা প্রকাশনী।

**PHI 202: History of Western Philosophy  
(Modern Period)**

**1 unit 4 credit 100 marks**

**Course Goals and Outcomes:**

- The aim of the course is to introduce students a general survey of the beginning and development of Modern Western Philosophy from Descartes to Hegel.
- Upon Completion the course, students should be able to get an overview of chronological development western philosophical thought.

**Course Descriptions:**

General survey of the beginning and development of Modern Western Philosophy from Descartes to Hegel, focusing on the following schools of thought:

- Renaissance and the Age of Reason; Continental Rationalism: Descartes, Spinoza and Leibniz; British Empiricism: Locke, Berkeley, Hume; Immanuel Kant and Post-Kantian philosophers: Fichte, Schelling, Hegel.

**Recommended Readings:**

1. Hegel, G.W.F., 1998, *Phenomenology of Spirit*, Trans. by A. V. Miller, Motilal Banarsidass Publ.
2. Scruton, R., 1995, *A Short History of Modern Philosophy*, 2nd ed., London: Routledge.
3. MacNabb, D.G.C. 1993, *David Hume: His Theory of Knowledge and*

- Morality*, Oxford: Oxford University Press.
4. Copleston, F., 1985, *A History of Philosophy*, Vols. iv, v, vi, and vii, New York: Image Books.
  5. Descartes, R., 1984, *Meditations on First Philosophy, The Philosophical Works of Descartes*, ed. E. S. Haldane and G.R.T. Ross, Cambridge: Cambridge University Press.
  6. Kant, Immanuel, 1970, *Critique of Pure Reason*, tr. Norman Kemp Smith, London: Macmillan & Co Ltd.
  7. Chappell, V.C. 1966, *Hume*, New York: Doubleday.
  8. O'Connor, D.J (ed), 1964, *A Critical History of Western Philosophy*, New York.
  9. Basson, A.H. 1958, *David Hume*, London: Pelican.
  10. Radhakrishnan, S (ed), 1953, *History of Philosophy: Eastern and Western*, George Allen and Unwin.
  11. Thilly, F, 1951, *A History of Philosophy*, New York.
  12. Russell, B., 1946, *A History of Western Philosophy*, Allen and Unwin, London.
  13. Wright, W.K., 1941, *A History of Modern Philosophy*, New York.
  14. Morris, C.R., 1931, *Locke, Berkeley, Hume*, Oxford.
  15. Falckenberg, R., 1921, *History of Modern Philosophy*, Berlin.
  ১৬. হোসেন, ড. মো. শওকত, ২০২২, *আধুনিক পাশ্চাত্য দর্শনের আলো*, ঢাকা: তিথি পাবলিকেশন।
  ১৭. ইসলাম, আমিনুল, ২০০০, *আধুনিক পাশ্চাত্য দর্শন*, ঢাকা: মাওলা ব্রাদার্স।
  ১৮. হোসাইন, সৈয়দ কমরুদ্দিন, ১৯৮৬, *কাণ্টের দর্শন*, ঢাকা: বাংলা একাডেমী।
  ১৯. David Hume, 1978, *A Treatise of Human Nature, Book One*, ed. P.H. Nidditch, Oxford: Clarendon Press. অনুবাদ: আবু তাহা হাফিজুর রহমান, ১৯৮১, *মানব প্রকৃতির স্বরূপ অন্বেষণ*, ঢাকা: বাংলা একাডেমী।
  ২০. রায়, তারক চন্দ্র, ১৯৬২, *পাশ্চাত্য দর্শনের ইতিহাস: নব্য দর্শন*, দ্বিতীয় খন্ড, কলিকাতা: কলিকাতা বিশ্ববিদ্যালয়।
  ২১. দাস, রাস বিহারী, ১৩৮৭, *কাণ্টের দর্শন*, কলিকাতা: পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ।
  ২২. শামসুদ্দিন, মোঃ, *আধুনিক পাশ্চাত্য দর্শনের ইতিহাস*, ঢাকা।

## Phil 203: Indian Philosophy

1 unit 4 credit 100 marks

### Course Goals and Outcomes:

- The aim of the course is to introduce the students the spirit and outlook of Indian Philosophy and help them to grasp thoroughly the central ideas of the subject.

- Upon completion of the course the students are expected to have a thorough understanding of the various aspects of Indian philosophy: its Metaphysics, Epistemology, Logic, and Ethics.

**Course Description:** The course will focus on the following issues and problems:

- Philosophical ideas in the early Vedic period as well as in the Upanisads.
- A general introduction to the theories of different philosophical Schools of Indian Philosophy: Vedic and Non-Vedic systems
- Indian Metaphysics: Carvaka materialism; Jaina realism: nature and classification of Substance, the Jivas and the Ajivas; Sankhya theory of causality, the dualism of Purusa and Prakriti, Sankhya evolution; Yoga of Patanjali; Vaisesika atomism; Mimamsa atheism; transcendental idealism of Vedanta: Brahman, Maya, and the relation between Jiva and Brahman.
- Indian Logic and Epistemology: Types and problems of knowledge: Prama, Prameya and Praman; nature and sources of knowledge according to the following philosophical schools: Carvaka, Jaina, Sankhya, Nyaya, Mimamsa, and Vedanta. Topics on Indian logic include: the nature, classifications and the validity of inference with particular reference to the Nyaya school; Buddhist Dialectics of the Madhyamikas; Jaina theory of judgment and the Mimamsa view of intrinsic validity.
- Indian Ethics: In studying the ethical problems, students will examine the problems of suffering and salvation and their implications in Indian philosophical schools. Moral teachings of Bhagvad Gita, doctrines of Purusharthas, Karma, Buddhist Four Noble Truths, and the Jaina Anubrata and Mahabrata will be discussed. Nature of Nirvana and Moksa and their distinction will also be emphasized.

**Books Recommended:**

1. Chatterjee, S. C. and Datta, D. M., 1969, *An Introduction to Indian Philosophy*, Calcutta: University of Calcutta.
2. Hiriyanna, M., 1973, *Outlines of Indian Philosophy*, London: Allen and Unwin.
3. Koller, John M. 1985, *Oriental philosophies*, 2<sup>nd</sup> ed., New York: Charles Scribner's Sons.
4. Radhakrishnan, S, 1977, *Indian Philosophy*, 2 Vols. London: Allen and Unwin.
5. Radhakrishnan, S., *History of Philosophy: Eastern and Western*.
6. Sharma, C. D. 1964, *A Critical Survey of Indian Philosophy*, New Delhi: Allied Publishers.
7. চট্টোপাধ্যায়, দেবীপ্রসাদ, ২০০৩, ভারতীয় দর্শন, ৫ম সংস্করণ, কোলকাতা: ন্যাশনাল বুক এজেন্সি।

8. ঘোষ, রমেন্দ্র, নাথ, ১৯৮২, *ভারতীয় দর্শন*, ঢাকা: বাংলা একাডেমী।
9. হাই, সাইয়েদ, আব্দুল, ২০০৭, *ভারতীয় দর্শন*, ঢাকা: দি ইউনিভার্সিটি প্রেস লি:।

## **PHI 204: Chinese and Japanese Philosophy      1 unit 4 credit 100 marks**

### **Course Goals and Outcomes:**

- The aim of the course is to belief that the purpose of philosophy is primarily to serve as an ethical and practical guide. The political focus: most scholars of the Hundred Schools were trying to convince the ruler to behave in the way they defended.
- By the end of the course the students will be expected to have attained and demonstrated a satisfactory level of competence in understanding:  
the basic characteristics of Chinese and Japanese Philosophy as distinguished from Western and other Asian Traditions.
- the distinctive teachings and practices of the various schools of Chinese Philosophy.
  - Identify, distinguish, and articulate the social and moral ideas of the Confucians and Buddhists and their philosophical opponents.
  - the detect hidden assumptions and arguments in these ideas, as well as analyze them.
  - the evaluate and assess these ideas for logical cogency and coherence and critically interpret the significance of the values that are espoused.
  - the relevance of Chinese and Japanese philosophy today.
  - the increased awareness of Chinese and Japanese political, ethical, and philosophical history.
  - the enhanced recognition and understanding of cultural differences between China, Japan and western societies and their roots in the Chinese intellectual heritage.
  - the improved critical reading and reasoning abilities.
  - the exposure to stimulating and provocative philosophers from a major intellectual tradition.

**Course Description:** This course will provide an overview of the history of Chinese philosophy. We will focus primarily on the “classical period” of Chinese philosophy which developed during the seminal Warring States Period in Chinese history. This period begins with Confucius and culminates with Han Feizi at the end of the Warring States Period and the beginning of the Qin (Ch’in) Dynasty. This overview will thus cover the six primary schools of classical Chinese philosophy: Confucianism, Daoism, Mohism, the School of Names, Legalism, and the Yin-Yang School. We will then go on to review the development of Buddhism in China as well as the subsequent developments

of Neo- Daoism and Neo-Confucianism.

The development of Japanese Philosophy from the classical period to modern times with a focus upon Buddhist philosophy and its intersection with the West. Analysis includes introduction to Japanese philosophy, Shintoism, Early-Modern Confucianism in Japan, Buddhism in Japan, with special emphasis on Pure Land Buddhism and Zen Buddhism as well as the critique of Western Philosophy by modern Japanese philosophers.

**Recommended Readings:**

2. Fung Yu-Lan, 1976, *A Short History of Chinese Philosophy*, ed. Derk Bodde, The Free Press.
3. Philip J. Ivanhoe and Bryan W. Van Norden , 2005, *Readings in Classical Chinese Philosophy*, 2nd ed.,. Hackett Publishing Co.
4. Koller, John M., 1985, *Oriental Philosophies*, 2<sup>nd</sup> ed., New York: Charles Seribner's Sons.
5. Chad. H., 2000, *A Taoist Theory of Chinese Thought*, Oxford University Press.,Oxford.
6. Creel, H. G., 1952, *Chinese Thought: From Confucius to Mao Tse-Tung*, Chicago: The University of Chicago Press.
7. Chan, Wing-Tsit, i, *A Source Book in Chinese Philosophy*, Princeton University Press.
8. Hansen, Chad, 1992, *Chinese Thought: A Philosophical Interpretation*, Oxford University Press.
9. Mareham, John, ed., 2003, *New Confucianism: A Critical Examination*, Palgrave Macmillan.
10. *Companion Encyclopedia of Asian Philosophy*, Edited by Brian Carr and Indira Mahalingam, Routledge; 1st edition (October 19, 2000). (Chapter part: 4 & 5).
11. Charles. A., Moore (ed.), 1969, *The Japanese Mind*, Honolulu: University of Hawaii Press.
12. Domoulin, H., 1963, *A History of Zen Buddhism*, New York: Pantheon Books.
13. Hajime Nakamura, 1964, *Ways of Thinking of Eastern Peoples*, Honolulu: University of Hawaii Press.
14. Suzuki, D. T., 1949- 1953, *Essays in Zen Buddhism*, 3 Vols., London, Rider.

**PHI 205: Eastern Ethics**

**1 unit 4 credit 100 marks**

**Course Goals and Outcomes:**

Aims of the course are to allow students:

- to explore some key ethical concepts, theories and method of Indian, Chinese, Japanese and Arabians;

- to recognize the relevance of those concepts and ethical theories to the understanding and critical assessment of issues relating to historical perspective of Eastern regions;
- to develop critical thinking skills;
- to appreciate what ethics is and the way in which it is relevant to life;
- to write more organized and argumentative ethical assignments/ essays.

Upon completion of the course students will be able-

- to appraise and assess moral arguments;
- to reach conclusions about the strengths and weakness of ethical concepts of different parts of Eastern to justify these concepts with sound reasoning;
- to recognize issues of ethical concern;
- to identify ethical issues that is relevant in real life;
- to focus on the assessment of various socio-economic and political issues arise from different parts of Eastern that are related to corporate ethical views.

**Course Descriptions:** The course includes the following topics:

**A. Indian Ethics**

Scope, Objective, Nature and Characteristics of Indian ethics. Historical Development of Carvaka, Jaina Ethics, Buddhist and Vedanta ethics.

**B. Chinese Ethics and Japanese Ethics**

Characteristics of Chinese Ethics. Historical development of Tao and Confucian ethics. Historical development of Shinto ethics.

**c. Arab and Persian Ethics**

Historical Development of ethics in this region. Development of Ethics in Different Trends: Mutazila, Asaraiya and Sufis. Discussion of the standpoint of Some Muslim Ethicist: Al-Farabi, Moskawai, Imam Gazazali.

**d. Historical Development of Ethics in Bangla**

Historical development of ethical stand points of Tantra, Sahajia Buddha, neo-sufis, Vaisnava and the Bauls of Bengal. Discussion of the ethical standpoint of Some philosophers of colonial and post colonial period: Lalon Fakir, Raja Rammohun Roy, Keshub Chandra Sen, IswarchandraVidyasagar, Swami Vivekananda, Sri Ramkrishna, Rabindranath Tagor, Sri Aurobindo,Ramendrasundar Trivedi and Akshya Kumer Datta.



### **Recommended Readings:**

1. Chad. H., 2000, *A Taoist Theory of Chinese Thought*, Oxford: Oxford
2. Fung Yu-Lan, 1976, *A Short History of Chinese Philosophy*, Ed. Derk Bodde, The Free Press.
3. I. C. Sharma, 1965, *Ethical Philosophies of India*, London: George Allen and Unwin Ltd.
4. Hajime Nakamura, 1964, *Ways of Thinking of Eastern Peoples*, Honolulu: University of Hawaii Press.
5. Domoulin, H., 1963, *A History of Zen Buddhism*, New York: Pantheon Books University Press.

### **PHI 206: Symbolic Logic I (Sentential and Predicate Logic)**

**1 unit 4 credit 100 marks**

#### **Course Goals and Outcomes:**

- The aim of this course is to introduce students with some formal languages for sentential and predicate logics. The course focuses on proof procedures (that include truth-table techniques and natural deductions/derivations) for these logics. The course also focuses on some notions (including the notion regarding the inexpressibility of predicate logic, topics relating semantics and proof theory (soundness and completeness)) that are important for the applications of formal logic. In addition, this course familiarizes students with the most useful way of symbolizing sentences of natural language and thereby translating them into formal language.

Upon completion of this course, students will be able to

- understand what Logic is, the nature of Logic, differences between truth and validity, simple and compound statements, arguments and argument forms, statements and statement forms and so on;
- construct a formal proof for the validity of an argument;
- use truth table techniques for testing the truth and falsity of statements as well as the validity and invalidity of arguments containing compound statements;
- use various ways of proving invalidity (including the shorter truth table technique) of arguments containing compound statements; issues related to soundness and completeness of proof theory;
- understand the difference among singular propositions, general propositions and multiply-general propositions;
- construct formal proofs for the validity of arguments involving quantifiers;



- use various ways of proving invalidity (including shorter truth table technique) for arguments involving quantifiers;
- understand logical truths involving quantifiers; issues regarding the inexpressibility of predicate logic.

### **Course Description**

This is an introduction to the methods and applications of first-order symbolic logic, including sentential and predicate logics. The course covers methods of testing arguments for deductive validity and deductive invalidity as well as methods for identifying tautologies, contradictions, and logical equivalences. In addition, this course familiarizes students with the most useful ways of symbolizing sentences of natural language and thereby translating them into formal language. In particular, the course covers the following topics:

Basic Concepts: what logic is; the nature of argument; truth and validity; the nature and utility of symbolic logic.

Sentential Logic: simple and compound statements, argument forms and statement forms, truth table techniques for testing the truth and falsity of statements as well as the validity and invalidity of arguments containing compound statements; constructing formal proofs of validity of arguments containing compound statements; various ways of proving invalidity (including the shorter truth table technique) of arguments containing compound statements; issues related to soundness and completeness of proof theory.

Predicate Logic: singular propositions, general propositions and multiply-general propositions; quantification rules; constructing formal proofs of validity of arguments involving quantifiers; various ways of proving invalidity (including shorter truth table technique) of arguments involving quantifiers; logical truths involving quantifiers; issues regarding the inexpressibility of predicate logic.

### **Required Text**

Copi, Irving. M., 1979, *Symbolic Logic* (5<sup>th</sup> edition), New York: Macmillan Publishing Co., Inc. [Chapters: 1-5]

### **Recommended Readings**

1. Gensler, Harry A., 2012, *Introduction to Logic*, New York and London: Routledge- Taylor & Francis Group.
2. Quine, Willard Van Orman, 2009, *Mathematical Logic* (revised edition), Cambridge, Massachusetts London: Harvard University Press.
3. Hurley, Patrick J., 2008, *A Concise Introduction to Logic* (10<sup>th</sup> edition),

USA, UK, Canada: Wadsworth/ Cengage Learning.

4. Copi, Irving M. and Cohen, Carl, 2005, *Introduction to Logic* (12<sup>th</sup> edition), Upper Saddle River, NJ: Pearson/Prentice Hall.
5. Layman, C. Stephen, 2005, *The Power of Logic* (3<sup>rd</sup> edition), New York: McGraw-Hill Companies, Inc.
6. Gemignani, M. C., 2004, *Basic Concepts of Mathematics and Logic* (Dover edition), Reading, Massachusetts: Addison- Wesley Publishing Co. Inc.
7. Huth, Michael and Ryan, Mark, 2000, *Logic in Computer Science: Modeling, and Reasoning about Systems*, Cambridge: Cambridge University Press.
8. Standley, Gerald. B., 1976, *New Methods in Symbolic Logic*, Boston, New York: Houghton Mifflin Company.

### **PHI 207: Critical Thinking and Recent Issues    1unit 4 credit 100 marks**

#### **Course Goals and Outcomes:**

- Phi 207: The aim of this course is to equip students with the basic critical thinking knowledge and skills that can be applied to recent issues of debate.
- Upon completion the course students will be able to understand tools and methods of critical thinking.

**Course Description:** The aim of this course is to equip students with the basic critical thinking knowledge and skills that can be applied to recent issues of debate. Students will learn argument mapping with the method *Critical Thinking with Rationale* (CTWR). They will work in groups to reconstruct arguments connected to some recent important issues (moral, social, political etc.) and exhibit those in posters (or, if possible, share via the *Rationale* website). The topics of the course are as follows: thinking, thinking critically, solving problems, perceiving and believing, constructing knowledge, Language and thought, forming and applying concepts, relation and organizing, Thinking critically about moral issues, Constructing arguments, reasoning critically, Think critically, living creatively.

#### **Required Texts:**

1. Chaffee, John, 2012, *Thinking Critically*, Stamford, CT: Wadsworth, , 10<sup>th</sup> edition.
2. Ter Berg, Timo, et al. 2013, *Critical thinking: Reasoning and communicating with Rationale..*
3. Sinnott-Armstrong, Walter, and Robert J. Fogelin, 2015, *Cengage Advantage Books: Understanding Arguments: An Introduction to Informal Logic*. Cengage Learning,. Chapters: 18 to 22.

#### **Recommended Readings:**

1. Bowell, Tracy and Kemp, Gary, 2005, *Critical Thinking: A Concise*

*Guide*; Routledge.

2. Ruggiero, Vincent Ryan, 2011, Mc Graw Hill, *Beyond Feelings: A Guide to Critical Thinking*;
3. Paul, Richard W. and Elder, Linda, 2002, *Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life*;, Prentice Hall.
4. Browne, M. N., and Keeley, M. S., 2007, *Asking the Right Questions: A Guide to Critical Thinking*, New Jersey.
5. Charles W. Mc Coy Jr., 2001, *Why Didn't I Think of That? Think the Unthinkable and Achieve Creative Greatness* , Prentice Hall,.
6. Halpern, Diane F., 2003, *Thought & Knowledge: An Introduction to Critical Thinking*, Mahwah, N. J.: Lawrence Erlbaum Associates..
7. Halpern, Diane F., 1996, *Thinking Critically about Critical Thinking*, Mahwah, N.J.:Lawrence Erlbaum Associates..
8. M. Neil Browne & Stuart M. Keeley, 2004, *Asking the Right Questions: A Guide to Critical Thinking* (6th Edition) (Paperback), Prentice Hall.
9. Thomson, A., 2002, *Critical Reasoning: A Practical Introduction*, London:Routledge, London.
10. Copi, I. M. and Cohen, Carl,1995, *Introduction to Logic*;, Prentice-Hall Private Limited.
11. Tittle, Peg, 2011, *Critical Thinking an Appeal to Reason*, Routledge, Taylor and Francis Group, New York and London.
12. Swatridge, Colin, 2014, *Oxford Guide to Effective Argument and Critical Thinking*, Oxford University Press.
13. Solomon, Robert, and Higgins, Kathleen, *The Big Questions a Short Introduction to Philosophy*, Wadsworth Cengage Learning, 9<sup>th</sup> edition.
14. Thouless, Robert H, 1990, *Straight and Crooked Thinking*., Hodder Arnold H&S.
15. হোসেন, ড.মো. শওকত, ২০২২, দর্শনের সান্তনা, ঢাকা: জাতীয় সাহিত্য প্রকাশ।
16. মজহার, ফরহাদ, ফেব্রুয়ারি ২০১১, তিমির জন্য লজিকবিদ্যা, ঢাকা: আগামী প্রকাশনী।

## **PHI 208: History of Bengal and the Emergence of Bangladesh** **1 unit 4 credit 100 marks**

### **Course Goals and Outcomes:**

The course aims at making students familiar with the history of emergence of Bangladesh as sovereign state as well as the emergence of Bangla as the state language.

**Course Objectives:** After completing this course students will be able to:

- Identify and explain the main events of the history of Bangladesh since the battle of Plessey (1757) in the creation of Bangladesh as a sovereign state in 1971.

- Identify and explain the background of the partition of India in 1947.
- Identify and explain the inevitability of the emergence of Bangladesh as a sovereign state.
- Identify and explain the early history of Bangladesh as for the enlargement of their understanding with patriotism towards the national integration and advancement.

### Learning Outcomes:

- Student will be able to identify and explain the main events of the history of Bangladesh this period
- Student will be able to identify and explain the origin and evaluation through different paradigms of Bangla language.
- Student will be able to identify and explain the origin and evaluation through different paradigms of Bangla language.
- Students will be able to identify and explain the inevitability of the emergence of Bangladesh as a sovereign state.
- Students will be able to identify and explain the early history of Bangladesh for the enlargement of their understanding with patriotism towards the national integration and advancement.

### Reference text book:

- 1 Chatterji, Sunit kumar.2002, *The Origin and Development of the Bengali Language. Rupa & Co., Calcutta.*
- 2 Ghose, Shyamoli.1990, *The Awami Leage 1947-1971. Academic Publishers.jahan, Raunaq , Pakistan : Failure in National integration.*
- 3 Islam, Siragul, 1997, editor. *History of Bangladesh. Voll-1 Asiatic Society of Bangladesh.*
- 4 Majumder. RC, 1943, editor. *The History of Bengal, .Voll-1 University of Dhaka.*
- 5 Mascarenhsa, Anthony, 1986, *Bangladesh : A Legacy of Blood, Hodder& Stoughton.*
- 6 Rahman, Sheikh Mujibur, 2012, *The Unfinished Memoirs, Dhaka: UPL.*
- 7 ব্যানার্জী, আর ডি, *বাংলার ইতিহাস, ১ম খণ্ড।*
- 8 রায়, নীহাররঞ্জন, ১৯৪৯, *বাঙ্গালীর ইতিহাস (আদিপর্ব), ভারত: দি বুক এম্পোরিয়াম।*
- 9 চৌধুরী, আব্দুল মমিন, *প্রাচীন বাংলার ইতিহাস ও সংস্কৃতি, ঢাকা: মাওলা ব্রাদার্স।*
- 10 আব্দুর, রহিম ও অন্যান্য, *বাংলাদেশের ইতিহাস, ঢাকা: নওরোজ কিতাবিস্তান।*
- 11 হোসেন, শাহানারা, *প্রাচীন বাংলার ইতিহাস।*
- 12 আনিসুজ্জামান (সম্পা.), ১৯৮৭, *বাংলা সাহিত্যের ইতিহাস, ১ম খণ্ড, ঢাকা: বাংলা একাডেমী।*

**BA Honors Third Year**  
**Sessions: 2023-2024, 2024-2025, 2025-2026**  
**Exams: 2024, 2025, 2026**

Module	Course No.	Course Title	Unit and Credit	Marks
Module A	PHI 301	Aesthetics	1 unit; 4 Credit	100
Module B	PHI 302	History of Western Philosophy (Contemporary Period)	1 unit; 4 Credit	10
Module C	PHI 303	Philosophy of Bengal	1 unit; 4 Credit	100
Module D	PHI 304	Metaethics	1 unit; 4 Credit	100
Module E	PHI 305	Symbolic Logic II (Logic of Relation, Deductive & Logistic Systems and Set Theory)	1 unit ;4 Credit	100
Module E	PHI 306	Social and Political Philosophy	1 unit 4 Credit	100
Module F	PHI 307	Research Methodology	1 unit; 4 Credit	100

**Alternative courses (Any One)**

Module	Course No.	Course Title	Unit and Credit	Marks
Module A	PHI 308	Comparative Religion	1Unit; 4 Credit	100
Module A	PHI 309	Theories of Human Rights I	1Unit; 4 Credit	100
Module C	PHI 310	Muslim Philosophers [Selected Writings from Imam Ghazalli, Ibn Rushd, Al Farabi, Ibn Khaldun, Allama Iqbal, Edward Said, Talat Asad, Hossain Nasr, Fakhri, Oliver]	1Unit; 4 Credit	100
Module F	PHI 311	Decision Theory	1Unit; 4 Credit	100

Module F	PHI 312	State Policy and Good Governance	1Unit; 4 Credit	100
Module F	PHI 313	Introduction to Economic (Micro & Macro)	1Unit; 4 Credit	100
Viva voce			½ unit; 2 Credit	50
Total			34 Credit	850

## Course Outlines

### **PHI 301: Aesthetics**

**1 Unit 4 Credit, 100 Marks**

#### **Course Goals and Outcomes:**

#### **Course Description:**

- The aim of this course is to provide the basic concepts of aesthetics containing the feature of western and eastern aesthetics. It also provides discussion on the doctrines of some western and eastern aesthetic thinkers. The following topics or issues will be addressed in this part of the course.

#### **Course Details:** The course includes the following topics:

- Nature, origin and subject matter of aesthetics; Aesthetic and non-aesthetic values, nature of aesthetic judgment.
- The concept of beauty, its various forms and interpretations: beauty of nature and beauty of art, beauty and truth, beauty and morality, beauty and pleasure.
- Nature of art, philosophy of art, purpose of art; art, and reality, art, and truth, art, and beauty art and society, art, and morality, art, and art,-criticism.
- The aesthetic theories or views of some western thinkers: Plato, Aristotle, St. Augustine, St. Aquinas, Baumgarten, Kant, Fichte, Schelling, Hegel, Nietzsche, Marx, Tolstoy, Croce and Ruskin.

#### **Course Outcomes and Goals:**

By the end of the course, students will be able to:

- Understand the nature of aesthetic viewpoint.
- know the theories regarding beauty, art, and taste.
- Realize the importance of beauty and art in life.

#### **Recommended Readings:**

1. Borey, Yuri, 1985, *Aesthetics*, Moscow: Progress Publishers.

2. Collingwood, R. G. 1963, *The Principles of Art*. Oxford: Clarendon Press.
3. Nahm Milton C., 1975, (ed) *Readings in Philosophy of Art and Aesthetics*.
4. Englewood Cliffs, N. J: Prentice-Hall.
4. Osborne Harold, 1972 , (ed): *Aesthetics*, London: Oxford University Press.
5. Read H., 1967, *Art and Alidonenation*, London: Faber & Faber.
6. Read, Herbert, 1931, *The Meaning of Art*, London: Faber & Faber,.
7. Tolstoy, L, 1963, *What is Art?* Letchworth: Bradda Books,.
8. Leaman, Oliver, 2004, *Islamic Aesthetics; An Introduction*, Edinburgh University.
9. Gonzalez, Valerie, 2007, *Beauty and Islm*; I.B. Tauris, London, 2001, The University of Michigan.
10. Kerman, Navid, 2015, *God is Beautiful; The Aesthetic Experience of the Quran*, Translated by; Tony Crawford, Wiley .
11. Hegal, Friedrich, 1835, *Lecture in Aesthetics*.
12. Theodor, W. Adorno, 1970, *Aesthetic Theory*, Germany.
13. Danto, Arthur Coleman, 2003, *The Abuse of Beauty*, Open Court/ The University of Michigan.
14. Santayana, George, 1896, *The Sense of Beauty*, Charles Scribner's Sond.
15. Croce, Benedeho, 1972, *Aesthetics*, translated by Douglas Ainslie, Rupa & Co., Calcutta.
16. Feagin, Susan and Maynard, Patrick, (edited), 2010, *Aesthetics*, Oxford University Press.
11. Dickie George, and Sclafani, R.J. , (edited), 1977, *Aesthetics: A Critical Anthology*, St. Martin's Press, New Work,.
17. Bernstein, 1992, *The Fate if Art*, *Continuum*, London and New York,/ Pennsylvania State University
18. Press.Ruskin, John, 1843, *Modern Painters*, National Library Association, New York.
19. Pollock, Sheldon, 2016, *A Rasa Reader; Classicial Indian Aesthetics*, Columbia University Prees.
20. Huntington, Susan, L, 1985, *The Art of Ancient India: Buddhist, Hindu, Jain*, Weatherhill,.
21. Dalmia, Yashodhara, (edited), 2002, *Contemporary Indian Art: Other Realities*, Mary Publications,.



22. Arindam Chakrabarti, (ed.) 2016, *The Bloomsbury Research Handbook of Indian Aesthetics and*
23. *The Philosophy of Art*, Bloomsbury.
২৪. Plato, 1985, *Symposium*, Translated by Walter Hamilton, Penguin Book, England. (বাংলা অনুবাদ: হোসেন, মো. শওকত)
২৫. হোসেন, মো. শওকত, ২০০৭, প্লেটোর প্রেমতত্ত্ব, ঢাকা, তিথি পাবলিকেশন, প্রথম প্রকাশ।
২৬. ঠাকুর, অবনীন্দ্রনাথ, ১৯৮৮, বাগেশ্বরী শিল্প প্রবন্ধাবলী, কলিকাতা: রূপা অ্যান্ড কোং।
২৭. হোসেন, মো. শওকত, ২০২১, নন্দনতত্ত্ব, ঢাকা, তিথি পাবলিকেশন।
২৮. রহমান, এম. মতিউর, ২০১৫, সৌন্দর্য শিল্পকলা ও নন্দনতত্ত্ব, ঢাকা, অবসর, ২য় মুদ্রণ।
২৯. ইসলাম, সৈয়দ মঞ্জুরুল, ২০০৬, নন্দনতত্ত্ব, ঢাকা, সন্দেশ।
৩০. জোয়ার্দার, সিদ্ধার্থ সংকর, ২০১৬, দর্শন শিল্প সংস্কৃতি, ঢাকা, জাতীয় সাহিত্য প্রকাশ, ২য় সংস্করণ।
32. নন্দী, সুবীর কুমার, ১৯৮৬, নন্দনতত্ত্ব, কলিকাতা, পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ।
৩৩. মুখোপাধ্যায়, তরণ কুমার, (সম্পাদিত), ২০০২, নন্দনতত্ত্ব-জিজ্ঞাসা, কলিকাতা, দে'জ পাবলিশিং।

**PHI 302: History of Western Philosophy  
(Contemporary Period)**

**1 unit 4 credit 100 marks**

**Course Goals and Outcomes:**

Upon completion of the course, students should be able to-

- understand the historical development of philosophy from Bradley to Russell;
- understand how the questions and solutions of analytic philosophy have been influenced by and contributed to cultural, social and intellectual developments of the twentieth century;
- understand many of the issues raised and answered by nineteenth, twentieth and twenty first century philosophy;
- be able to critically read primary and secondary literatures from the analytic trend and be able to correctly analyze and summarize texts relevant to this trend;
- be able to reflect critically on philosophical theories and positions discussed in class.

**Course Description:** This course introduces students with the contemporary trends of western philosophy. The following topics will be covered throughout the year:

Neo-Hegelian Idealism

1. F.H. Bradley [Substance, Qualities and Relations, Absolute]
2. B. Bosanquet [Logic, Judgment and reality, The Philosophy of Individuality]



3. J. Royce [Being and Ideas, Some Inadequate Theories of Being, The Fourth Idea of Being, The Self and Absolute]

#### Pragmatism

4. C.S. Peirce [Truth, Rejection of the method of universal doubt, Logic, Ideas and the pragmatic analysis of meaning]
5. W. James [Radical empiricism, Theory of meaning and theory of truth]

#### Realism

6. Types of Realism
7. Neo Realism G. E. Moore [Refutation of Idealism, Nature of relations]
8. American New Realism [Criticism of subjectivism, Nature of relations, Theory of Error, Features of New Realism, Problems of the Theory]
9. Critical Realism [Approach, Possibility of Knowledge, The problem of Error]

#### Philosophy of Sense Data

10. G. E. Moore
11. B. Russell

#### Logical Positivism

12. Rejecting Metaphysics
13. The New Role of Philosophy
14. Method of Verification [A.J. Ayer, R. Carnap]

#### Marxist Philosophy

15. Dialectical/ Historical Materialism
16. Marxist epistemology and metaphysics
17. Three Laws
18. Economic Theory
19. Hegel vs. Marx

#### Phenomenalism

20. Definition and Types
21. Problems of Phenomenalism

#### Epistemic and Metaphysical Possibility

22. Saul A. Kripke [Possible world, metaphysics of time and identity]

### **Required Readings**

1. Michael Morris, 2007, *An Introduction to the Philosophy of Language*, Cambridge: Cambridge University Press
2. Copleston, F. A. 1985. *History of Philosophy*, Vols. vii, viii and ix, New York: Image Books.
3. Wood, A.W. 1981. *Karl Marx*, London:
4. Datta, D.M. 1970. *The Chief Currents of Contemporary Philosophy*, 3<sup>rd</sup> edition, Calcutta: Calcutta University Press.
5. Runes, W.D. 1964. *Twentieth Century Philosophy*. London.
6. Warnock, G. J. 1958. *English Philosophy Since 1900*. London.
7. Passmore, J. A. 1950. *Hundred Years of Philosophy*. Penguin: The

University of Calcutta.

8. Engles, F. 1943. *Anti-Duhring*, Calcutta: Burman Publishing House.

9. Bergson, H. 1928. *Creative Evolution*. trans. by Arthur Mitchell  
Macmillan. NY.

### **PHI 303: Philosophy of Bengal**

**1 unit 4 credit 100 marks**

#### **Course Goals and Outcomes:**

- The aim of this course is to understand and critically examine the philosophical views of different schools developed in Bangla region. We will explore the inner grammar of the theoretical positions of many famous philosophers and major schools.
- Having Successfully completed this course students will be able to demonstrate knowledge and understanding of:
- Learning the central ideas, texts, schools in the philosophy of Bangla.
- Assessing the impact of different pre-colonial schools in culture and thoughts of Bangla.
- Representing arguments and counter-arguments behind epistemological, metaphysical and moral positions of different philosophical schools of Bangla.
- Comparing the philosophy of pre-colonial Bangla with that of the post-colonial Bangla.
- Applying the views of the philosophy of Bangla to contemporary philosophical questions.
- Understanding the richness of the philosophy of Bangla.
- **Course Description:** The following topics will be addressed in this course: Background of the philosophical development in Bangla. The impact of Aryan culture and The Vedic thought in Ancient philosophical trends. Philosophical development of Tantric Ideas: *Śhakta darsana*, Tantric Buddhism, *Śaiva* thought and Nath-*tatva*. Hindu *darsana*. Philosophical standpoint of the *Caryā-padas* and the Buddhist influence on Bengal thoughts. Philosophy of *Sāntaraksita*, *Dīpamkara Śrī Jñāna Atīśa* and other Buddhist scholars.
- *Bhav-andolon* of Bangla: the theory of Caitanya, the *Vaiśṇavadarsana* and the *Vaiśṇava Sahjiyātatva*. Sufism in Bangla. The advent of Islam and philosophical standpoint of *Loukik* Islam. The origin and the development of Baul thoughts in Bangla.

- Development of Navya-Naya Philosophy and the contributions of Raghunath Shiromani.
- The development of philosophical thoughts in postcolonial Bangla. Topics will include: the impact of western thoughts in Bangali mind and literature, theoretical basis of decolonization, muslim renaissance to Freedom of Intellectual Movement and a critical evaluation of the philosophy of Bangla.
- Rise of the modern intellectuals in Colonial Bangla with special reference to Lalon Fakir, Raja Rammohun Roy, Akshya Kumer Datta, Keshub Chandra Sen, Iswarchandra Vidyasagar, Sri Ramkrishna, Swami Vivekananda, Rabindranath Tagore, Sri Aurobindo, Ramendrasundar Trivedi and Givinda Chandra Dev.

### Required Readings:

1. Dasgupta, S. B, 1969, *Obscure Religious Cults as Background of Bengali Literature*, Calcutta: Firma K.L.M..
2. Dasgupta, S. N, 1927, *Hindu Mysticism*, Chicago.
3. Edward C. Dimock, JR., 1966, *The Place of the Hidden Moon: Erotic Mysticism In The Vaisnava Sahajiya Cult Of Bengal*, Chicago & London, The University of Chicago Press,
4. Gopal Bhandarkar, Ramkrishna, 1995, *Vaisnavism, saivism and*
5. *Minor Religious Systems*, New Delhi, Asian Educational Services.
6. Donald H. Bishop (ed), 1975, *Indian Thought*, New Delhi, Wiley Eastern Private Limited.
7. S. C. Banerji, 1992, *Tantra in Bengal*, MANOHAR, New Delhi.
8. রাইন, রায়হান, ২০১৯, *বাংলার দর্শন: প্রাক-ঔপনিবেশিক পর্ব*, ঢাকা, প্রথমা প্রকাশন।
9. বন্দ্যোপাধ্যায়, অসিত কুমার, ১৯৮০, *বঙ্গালীর ধর্ম ও দর্শন চিন্তা*, কলিকাতা, নবপত্র প্রকাশন।
10. রাইন, রায়হান (সম্পাদনা), ২০০৯, *বাংলার ধর্ম ও দর্শন*, ঢাকা, সংবেদ।
11. দাশগুপ্ত, শশী ভূষণ, ১৩৭৬, *বৌদ্ধধর্ম ও চর্যাগীতি*, কলিকাতা-১২, মিত্র ও ঘোষ।
12. হক, মুহাম্মদ এনামুল, ১৯৯১, *বঙ্গে সূফী প্রভাব, মুহাম্মদ এনামুল হক রচনাবলী, প্রথম খণ্ড, প্রথম সংস্করণ*, ঢাকা, বাংলা একাডেমী।
13. শরীফ আহমদ, ১৯৭৩, *বাউল তত্ত্ব*, বাংলা একাডেমী, ঢাকা।
14. সেন, ক্ষিতিমোহন, ১৩৫০ বঙ্গাব্দ, *ভারতীয় সংস্কৃতি*, কলিকাতা, বিশ্বভারতী গ্রন্থ বিভাগ।
15. হারুন, শরীফ (সম্পাদিত): ১৯৯৪, *বাংলাদেশে দর্শন: ঐতিহ্য ও প্রকৃতি অনুসন্ধান*, ঢাকা, বাংলা একাডেমী।
16. ওদুদ, কাজী আব্দুল, ১৯৫৬, *বাংলার জাগরণ*, ঢাকা, বাংলা একাডেমী।

## **PHI 304: Metaethics**

**1 unit 4 credit 100 marks**

### **Course Goals and Outcomes:**

The practice of moral judgment and of doing moral philosophy also raises some more foundational questions, which will be addressed in this course: are there right answers to moral questions at all, and if so in what sense? Is there such a thing as “objective” moral truth? If so, (how) could we ever know what it is? Does our ordinary practice of making moral judgments presuppose that there is such an objective moral truth, or are our moral judgments more like expressions of emotion or approval? Finally, even if there is an objective moral truth, (why) does it have any legitimate authority over us – that is, (why) need we pay attention to it? These are the central questions of “metaethics”, and this course is devoted to investigating them.

**Course Description:** The course includes following topics:

#### **Part A**

- Definition and nature of meta-ethics, morality and different theories of meaning, cognitivism and non-cognitivism, subjectivism and objectivism in moral thoughts.

#### **Part B**

- The Moral Problem and Moore’s Anti-Naturalism.
- Introduction – The Moral Problem and Moore’s Anti-Naturalism

#### **Required Texts:**

- Michael Smith, *The Moral Problem*, Oxford: Blackwell Publishing, 1<sup>st</sup> ed., 1994. (Chapter 1).
- G. E. Moore, *Principia Ethica*, Cambridge University Press, 1903.
- Morality and Motivation I: Internalism
- Required Readings: Williams, “Internal and External Reasons
- Darwall, “Reasons, Motives and the Demands of Morality: An Introduction
- Morality and Motivation II – The Humean Theory of Motivation
- Required Readings: David Hume, *A Treatise on Human Nature*, Book II, Part III, Section III & Book III Part I, Section I.
- Michael Smith, “The Humean Theory of Motivation,” *Mind* (1987), pp. 36-61
- Morality and Motivation III – Externalist Realism
- Required Readings: Philippa Foot, “Morality as a System of

Hypothetical Imperatives”

- David Brink, “Externalist Moral Realism,” *Southern Journal of Philosophy*
- (1986, Supplement) pp. 23-40.
- Morality and Motivation IV – Externalist Realism Continued
- Required Readings: Nicholas Sturgeon, “Moral Explanations,” in Copp and Zimmerman, eds., *Morality Reason and Truth* (Totawa, NJ: Rowman &Allanheld, 1985) pp. 49-78.
- Richard Boyd, “How to be a Moral Realist”
- Morality and Motivation V – Externalism Realism Continued
- Required Readings: Peter Railton, “Moral Realism”
- Michael Smith, “The Externalist Challenge,” Chapter 3 of *The Moral Problem*
- Anti-Realism: Moral Epistemology and Mackie’s Error Theory
- Required Readings: Harman, “Ethics and Observation,” chapter one of *The Nature of Morality*
- J.L. Mackie, *Ethics: Inventing Right and Wrong*, Chapter 1
- Emotivism, Prescriptivism Descriptivism. Is-ought problem in moral philosophy,
- Moral Reasoning Theorists: Stephen Toulmin, Nowel-Smith, Kurt Baier. KaiNielsen.
- Moral Realism I :
- Required Readings: Thomas Nagel, *The View from Nowhere*, ch. 8
- Moral Realism II David Enoch, “An Outline of an Argument for Robust Metanormative Realism”
- Peter Railton, “Moral Realism”

### **Recommended Readings**

1. Gibbard, Allan and Railton Peter, 1997, *Moral Discourse and Practice*, edited by Stephen Darwall, Oxford: OUP.
2. Smith, Michael, 1994, *The Moral Problem* Oxford: Blackwell.
3. Miller, Alexander, 2003, *Metaethics* Cambridge: Polity.
4. Binkley, Luther, 1961, *Contemporary Ethical Theories*, N Y, Philosophical library.
5. Blackburn, 1993, *Essays in quasi-realism*, Oxford, Oxford University Press.
6. Brink, D., 1989, *Moral Realism and the Foundation of Ethics*,

- Cambridge: Cambridge University Press.
7. Edwards, Paul., 1998, *Logic of Moral Discourse*, New Delhi, Amerined Pub. Ltd.
  8. Hudson, W.D., 1979, *Modern Moral Philosophy*, NY, (rpt). Thirded. Macmillan press Ltd.
  9. Hudson, W. D. (ed), 1981, *Is-Ought Question*, Macmillan,.
  10. Hare, R.M., 1961, *The Language of Morals*, Oxford University Press.
  11. Kerner, George C, 1966, *The Revolution In Ethical Theory*, Oxford , Clarendon Press.
  12. Moore, G.E. 1903, *Principia Ethica*, Cambridge: The University Press,.
  13. Michael Smith, *The Moral Problem*,
  14. Miller, Alexander, 2003, *An Introduction to Contemporary Metaethics*, London: Blacwell Publishing.
  15. Nowell-Smith, 1954, *Ethics*, Penguin.
  16. Toulmin, Stephen E., 1950, *An Examination of the Place of Reasons In Ethics*, Cambridge University Press,.
  17. আব্দুল, ওয়াহাব, শেখ, ১৯৮৬, *বিংশ শতাব্দীর নীতিদর্শন*, ঢাকা, বাংলা একাডেমী।
  18. হামিদ, আবদুল, ১৯৮৯, *সমকালীন নীতিবিদ্যার রূপরেখা*, রাজশাহী বিশ্ববিদ্যালয়, পাঠ্য পুস্তক প্রকাশনা বোর্ড, রাজশাহী।
  19. ভূঁইয়া, আনোয়ারুল্লাহ, ২০০৩, *সমকালীন নীতিবিদ্যা*, ঢাকা, অবসর প্রকাশনী, বাংলাবাজার।

**PHI 305: Symbolic Logic II** **1 unit 4 credit 100 marks**  
**(Logic of Relation, Deductive & Logistic Systems and Set Theory)**

**Course Goals and Outcomes:**

- The aim of this course is to introduce students with some advanced formal languages for logic of relations, their attributes and proof procedures for arguments involving relations as well as arguments containing identity and definite descriptions. The course also focuses on some notions concerning Euclidean Geometry, Formal Deductive and Logistic Systems, Object Language and Meta-language that are important for the advanced applications of formal logic. In addition, this course familiarizes students with basics of set theory that include basic set operations, functions, algebra of sets (sentential and quantificational), Boolean algebra and logical reasoning.

Upon completion of this course, students will be able to

- construct a formal proof for the validity of an argument containing relations, identity, definite descriptions, etc.;



- understand and distinguish between object and meta-language and related issues;
- use truth table techniques for testing the truth and falsity of statements as well as the validity and invalidity of arguments containing relations, identity, definite descriptions, etc.;
- do operations containing set and functions;
- understand and get some expertise on algebra of sets (sentential and quantificational);
- understand and get some expertise on Boolean algebra and logical reasoning.

### **Course Description:**

This is an advanced course of symbolic and mathematical logic. The course covers most important and basic notions and techniques concerning logic of relations, deductive and logistic systems, object and meta-language, algebra of sets, Boolean algebra and logical reasoning. In particular, the course covers the following topics:

The Logic of Relations: symbolizing relations; attributes of relations; arguments involving relations; identity and definite descriptions; predicate variables and attributes of attributes.

Deductive Systems: definitions and deductions, Euclidean Geometry, formal deductive systems and their attributes, logistic systems.

Object Language and Meta-language: object language, semantical meta-language and syntactical meta-language, syntax language, primitive symbols and *WFF*, recursing definition for *WFF*, functional completeness and meta-theorems.

Sets and Subsets: Sets, Notation, Finite and infinite sets, Equality of set, Null set, Subsets, Proper subsets, Comparability, Sets of sets, Universal set, Power set, Disjoint sets, Venn-Euler diagrams, Line diagrams, Axiomatic' development, of set theory.

Basic Set Operations: Set operations, Union, Intersection, Difference, Complement, Operations on comparable sets.

Sets of Numbers: Sets of numbers, Real numbers, Integers, Rational numbers, Natural numbers, Irrational numbers, Decimals and real numbers, Inequalities, Absolute value, Intervals, Properties of intervals, Infinite intervals, Bounded and unbounded sets.

Functions, Product Set and Graphs of Functions: Definition, Mappings, operators, Transformations, Range, One-one functions, Onto functions,

Identity function, Constant functions, Product function, Associativity of products of functions. Inverse of a function. Inverse function, Theorems on the inverse function, Functions and diagrams, Set functions, Real-valued functions, Algebra of real-valued functions, Rule of the maximum domain, Characteristic functions, Choice functions, Operations, Commutative operations, Associative operations, Distributive operations, Identity elements, Inverse elements, Operations and subsets.

Algebra of Sets: Algebra of sets, Principle of duality, Indexed sets, Generalized operations, Partitions, Equivalence relations and partitions, Statements, Conjunction, Disjunction, Negation, Conditional, Bi-conditional, Polynomials and Boolean polynomials, Propositions and truth tables, Tautologies and contradictions, Logical equivalence, Algebra of propositions, Logical implication, Logically true and logically equivalent statements, Propositional functions and truth sets, Universal quantifier, Existential quantifier, Negation of propositions which contain quantifiers, Counter-examples, Notation Propositional functions containing more than one variable.

Boolean Algebra: Definition, Duality in a Boolean algebra, Basic theorems, Order in a Boolean algebra, Switching circuit design.

Logical Reasoning: Arguments, Arguments and Venn diagrams, Arguments and propositions, Arguments and quantifiers, Conditional statements and variations.

### **Required Texts**

Lipschutz, Seymour, 1998, *Theory and Problems of Set Theory and Related Topics*, (2<sup>nd</sup> ed.), London, NY, Toronto: McGraw-Hill. [Chapters: 5, 6, 8]

Copi, Irving. M., 1979, *Symbolic Logic* (5<sup>th</sup> edition), New York:

Macmillan Publishing Co., Inc.

[Chapters: 1-5, 10-11]

### **Recommended Readings :**

1. Quine, Willard Van Orman, 2009, *Mathematical Logic* (revised edition), Cambridge, Massachusetts London: Harvard University Press.
2. Bergmann, Merrie, Moor, James, Nelson, Jack, 2009, *The Logic Book*, NY, Toronto: McGraw-Hill.
3. Hurley, Patrick J., 2008, *A Concise Introduction to Logic* (10<sup>th</sup> edition), USA, UK, Canada: Wadsworth/ Cengage Learning.
4. Chiswell, Ian and Hodges, Wilfrid, 2007, *Mathematical Logic*, Oxford: Oxford University Press.
5. Layman, C. Stephen, 2005, *The Power of Logic* (3<sup>rd</sup> edition), New York: McGraw-Hill Companies, Inc.

6. Gemignani, M. C., 2004, *Basic Concepts of Mathematics and Logic* (Dover edition), Reading, Massachusetts: Addison- Wesley Publishing Co. Inc.
7. Jech, Thomas, 2003, *Set Theory* (the Third Millennium Edition), Heidelberg: Springer-Verlag.
8. Boolos, George, 1998, *Logic, Logic and Logic*, (ed.) Richard Jeffrey, Harvard: Harvard University Press.
9. Howson, Colin, *Logic with Trees: An Introduction to Symbolic Logic*, London and NY: Routledge.
10. Mendelson, Elliott, 1997, *Introduction to Mathematical Logic*, 4<sup>th</sup> ed. London and NY: Chapman and Hall.
11. Standley, Gerald. B., 1976, *New Methods in Symbolic Logic*, Boston, New York: Houghton Mifflin Company.
12. Stoll, Robert R, 1963, *Set Theory and Logic*, NY: Dover Publications, Inc.
13. Halmos, Paul R, 1962, *Algebraic Logic*, NY: Chelsea Publishing Company.

**PHI 306: Social and Political Philosophy                      1 unit 4 credit 100 marks**

**Course Goals and Outcomes:**

The objective of this course is to identify the major issues of social and political philosophy.

After completion of this course students will be able to

- identify the major issues of social and political philosophy;
- identify the major philosophers who have contributed to a discussion of the problems of social and political philosophy and their proposed solutions to these problems;
- interpret, summarize, and paraphrase, both orally and in writing, the views of these philosophers as expressed in the philosophical texts they have written;
- use the logical and critical thinking methods of philosophy to analyze and evaluate the ways in which these philosophers have attempted to solve the problems of social and political philosophy.

**Course Description:** This course is an introductory survey in social and political philosophy. This is a critical study of major social and political philosophers from Plato to the present in light of their ethical and metaphysical systems. The primary focus will be on normative rather than descriptive theory. This course is organized about the fundamental concepts of social and political philosophy: Authority, Rights and Duties, Equality, Justice, Liberty, and Democracy.

**A. Social Philosophy:**

This course examines the nature and scope of social philosophy, relation of social philosophy to other disciplines, the norms or principles that establish and justify societies and determine the rights and responsibilities of a society in relation to its own members, of the members in relation to each other and to

society as a whole, and of a society in relation to other societies. The course considers the application of these principles to such issues as justice, human rights, political and social institutions, and world community. The course will investigate one of the central questions of philosophy: How should we, as human beings, live together? What values should we adopt so that we may best fulfill our natures as individual and social beings? What sort of society should we be aiming for and «How can this goal be attained?

### **B. Political Philosophy:**

This course is intended as an introduction to political philosophy. Three broad themes that are central to understanding political life are focused upon: the polis experience (Plato, Aristotle), the sovereign state (Machiavelli, Hobbes), constitutional government (Locke), and democracy (Rousseau, Tocqueville). In this course we will delve one of the central questions of political philosophy: how should we organize our society and its governing bodies? To be more precise, we will focus on questions such as: (1) what is the function of a government? (2) What good(s) should a government and its member's value?

(3) What responsibilities does a government have to its members? (4) What responsibilities does it have to other governments and their members?

### **Recommended Readings:**

1. Brennan, J., 2016, *Political Philosophy: An Introduction*, Cato Institute.
2. Mackenzie, J. S., 2016, *An Introduction to Social Philosophy*, Macmillan and Co., Uk.
3. Pangle, T., 2014, *The Key Texts of Political Philosophy: An Introduction*, Cambridge : Cambridge University Press.
4. Medearis, J., 2001, *Joseph Schumpeter's Two Theories of Democracy*, Harvard University Press.
5. Rawls, J., 2001. *Justice as Fairness: A Restatement*. Harvard University Press.
6. Rawls, J., 1999. *A Theory of Justice* (revised edition). Harvard University Press
7. Hobbes, T., 1981, *Leviathan*, Penguin Books Publisher.
8. Strauss, Leo, 1975, *An Introduction to Political Philosophy: Ten Essays*, New York : Wayne State University Press.
9. Feinberg, J., 1973, *Social Philosophy*, Pearson Publication, Uk.
10. Rousseau, J.J., 1895, *The Social Contract*, Swan Sonnenschein & Co.
11. Mill, J. S., 1859, *On Liberty*, Agora Publications, USA.
12. Raphael, D. D., 198, *Problems of Political Philosophy*, Humanities Press Ltd.

### **Course Goals and Outcomes:**

The aim of this subject is to understand art and craft of the research. Student will be able to demonstrate how to identify research problem, design a good research question, plan and design research proposal, select method of data collection, manage the research process, acquire skills for data collection and analysis. They will learn how to write report, research paper, and dissertation systematically. Students will examine various types of data collection method, design questionnaire and apply in their research activities. The subject also aims to provide students with practical advice on doing research. It makes students aware of the range of research methods that can be employed to collect data, and the variety of approaches of data analysis. Students will be able to learn pitfalls of research. Provide insights into overall research process, student will learn how to effectively write their research findings and communicate the audience. An awareness of what constitutes good and poor research. Student will be able to undertake independently a research project.

### **Course Description:**

#### **A. Research Methodology**

- Research as a Creative and Strategic Thinking Process Types of Research, Objective of Research, Research Approach, Research Rationale, Inquiry, Research Mode, Stepping of Research Process, and Literature Review with example.
- Research Paradigm, World Views and Research Theories
- Elements of Research –Developing Research Questions, Indicators of Good Research, Research Strategies-Qualitative and quantitative Research
- Values, Ethics and role of Power in Research
- Research Design, Research Proposal Design
- Conceptualization, operationalization Measurement
- The Logic of Sampling, Unit of Analysis,
- Research Types, Methods and Tools – Facilitating Change through Research
- Data Collection, Analysis and Processing and Investigating Complexities of the Social World

#### **B. Writing Research**

##### **Research Proposal and Paper writing**

- (i) How to Write a Research Proposal: Content and options  
Class Practice: Write a sample of ideal philosophical research proposal
- (ii) How to Write a Philosophical Paper Write a sample article on philosophy

The Paper (within 35000 words) should follow the structure:

**Abstract:** (250 words: Precise information of the articles.

**Introduction:** The **Introduction** should give a distinct description of the problem. Particularly, introduction will propose an approach or solution. It should be very clear, precise to the reader.

**Method:** In this section students should be explained in details the ways and technique by which he will handle the Problems.

**Description:** A simple description of the problems

**Critical Response:** the student should raise some questions about the problem and response the problems with the pros and cons.

**Conclusion:** A short review of the article with mentioning findings.

### **References:**

Student must use particular (unique) style of references while: quoting and paraphrasing.

- How to Reference,
- Different Types of Reference Style: MLA (Modern Language Association of America) format, Harvard format, ACS (American Chemical Society), AGLC (Australian Guide to Legal Citation), AGPS/AGIMO, AMA (American Medical Association), APA (American Psychological Association),
- Why do you use quotations and references? What is citing, what is Bibliography, Quotation, and paraphrase.
- How to Reference of Internet Sources.
- Copyright, Intellectual Property Rights and Its Philosophical Debate.
- Plagiarism: What is plagiarism? Different Means of Plagiarism?

### **Required Texts:**

1. Babbie, Earl, 2013, *The Practice of Social Research*, 13 Editions, Wadsworth, USA.
2. Booth, W. Colomb, G. G & William, J. M 2008. *The Craft of Research*, The University of Chicago Press, USA.
3. Bryman, Alan. 2012. *Social Research Methods*, Oxford University Press, New York, USA.
4. Leary, ZinaO. 2004, *The Essential Guide of Doing Research*, Sage Publications, Los Angeles, USA.

### **Recommended Readings:**

1. Research Methodology: An Introduction  
<http://www.newagepublishers.com/samplechapter/000896.pdf>
2. Research Methodology, [http://www.ihmctan.edu/PDF/notes/Research\\_Methodology.pdf](http://www.ihmctan.edu/PDF/notes/Research_Methodology.pdf)



3. Dawson, Catherine, 2002, *Practical Research Methods*, New Delhi, UBS Publishers'Distributors
4. Kothari, C.R., 1985, *Research Methodology- Methods and Techniques*, New Delhi, Wiley Eastern Limited.
5. Kumar, Ranjit, 2005, *Research Methodology-A Step-by-Step Guide for Beginners*,(2nd.ed.), Singapore, Pearson Education.
6. 'Tips on writing a philosophy paper'  
<http://www.public.asu.edu/~dportmor/tips.pdf>
7. <http://www.fas.harvard.edu/~phildept/files/ShortGuidetoPhilosophicalWriting.pdf>

### **Alternative Courses (Any One)**

#### **PHI 308: Comparative Religion** **Course Goals and Outcomes:**

**1 unit 4 credit 100 marks**

The aim of this course is to offer an exposition, comparison and evaluation of different religious phenomena found in scriptures, ethical teachings and philosophies of different religious traditions. The natural outcome of this study should lead the enthusiastic students to develop the universal brotherhood of man and to instill love in them.

#### **A: General Study of:**

1. Nature, Scope and Function of Comparative Religion
2. Eastern and Western forms of religion
3. Genesis, Nature, Development and basic principles of major religions.
4. Main teachings of the founders of great religion.

#### **B: Comparative Study of:**

God, Worship and Prayer, Sin and atonement, problem of evil, purpose of life in the individual, family and society, life beyond death, salvation and enlightenment, self-cultivation and spiritual growth, mystical union.

#### **Text:**

*World Scripture: 1991, A Comparative Anthology of Sacred Texts*, International Religious Foundation, New York.

#### **Books Recommended:**

1. Bahm, Archie J, 1964, *The World's Living Religions*, NY: Dell.
2. Bouquet, A.C., 1967, *Comparative Religion: A Short Outline*, 7<sup>th</sup> ed, London: Penguin Books.
3. Cragg Kenneth, 1968, *The Privilege of Man: A theme in Judaic, Islam and Christianity*, London: Athlone P.

4. Katz, Steven (ed.), 1983, *Mysticism and Religious Traditions*, NY and London: Oxford University Press.
5. Parrinder, Geoffrey, 1977, *Comparative Religion*, 2<sup>nd</sup> ed, London: Sheldon Press.
6. Schimmel, A., 1975, *Mystical Dimensions of Islam*, Chapel Hill: University of North Carolina Press.
7. Spencer, Sidney, 1963, *Mysticism in World Religion*, London: George Allen & Unwin Ltd.
8. Srivastava, R.S., 1974, *Comparative Religion*, New Delhi: Munshiram Manaharlal.
9. Quasem, M.A., 1981, *Salvation of the Soul and Islamic Devotions*, Kegan Paul, London.
10. ইসলাম, আজিজুন্নাহার ও ইসলাম, কাজী নূরুল, ২০০২, তুলনামূলক ধর্ম এবং অন্যান্য প্রসঙ্গ, ঢাকা, বাংলা একাডেমী।

### **PHI 309: Theories of Human Rights I**

**1 unit 4 credit 100 marks**

#### **Course Goals and Outcomes:**

This unit is an introduction to the discipline of human rights. The central topic around which the unit is organized is the universality of human rights. Why are human rights universal? Is there a foundation for the universality of human rights? Does cultural relativism pose a problem for human rights? Torture, and the human rights of refugees and the global poor are also discussed. Students will be exposed to a variety of views on these and related questions. The unit requires no special background in any discipline.

#### **Topics:**

The Historical Origins of Human Rights, The Motivation for Human Rights, Challenges to the Universality and Inalienability of Human Rights, The Theoretical Foundation of Human Rights, Post-Foundationalist” Philosophical Perspectives on Human Rights Who Holds Human Rights? What are the ‘Rights’ in Human Rights?: Human Rights and the Challenge of “Cultural Relativism, A Problem from Hell: Human Rights, Ethnic Cleansing, and Genocide, The Other Half—Human Rights, Gender, and Women’s Rights, The Next Frontier?—Human Rights, Indigenous Peoples, and Minority Group Rights, Human Rights and the Environment, The Question of Borders—Immigration, Refugees, Citizenship, and Human Rights, The Legal Evolution of Human Rights, and other relevant topics considered by course teacher and department.

#### **Learning Outcomes:**

Mastery of the basic concepts of human rights, the structure of the most

important international human rights legal instruments and the central justifications offered for taking human rights to be universal. Familiarity with central positions in philosophical accounts of the justification and explanation of human rights. Skills to assist them to conduct independent research in human rights topics

**Books Recommended:**

Boersema. David, 2011, *Philosophy of Human Rights Theory and Practice*, First Edition, Routledge.

Jack. Donnelly. 2003, *Universal Human Rights in Theory and Practice*, 2nd Ed. Ithaca, NY: Cornell University Press.

Patrick Hayden. 2001, *The Philosophy of Human Rights*, St. Paul, MN: Paragon House.

**PHI 310: Muslim Philosophers**

**1 unit 4 credit 100 marks**

[Selected Writings from Imam Ghazalli, Ibn Rushd, Al Farabi, Ibn Khaldun, Allama Iqbal, Edward Said, Talal Asad, Hossain Nasr, Fakhri, Oliver Leaman]

**Course Goals and Outcomes:**

- This course is an introduction to Islam as a prophetic religious tradition. It explores the different ways in which Muslims have interpreted and put into practice the prophetic message of Muhammad.

**Recommended Books:**

1. Adamson, Peter, 2018. *Philosophy in the Islamic World: A History of Philosophy without any Gaps*, Volume 3. Oxford: Oxford University Press.
2. *Alfarabi: The Political Writings, Volume II: "Political Regime" and "Summary of Platos Laws,"* trans. Charles E. Butterworth.
3. Dar, B.A., 1944, *A Study in Iqbal's Philosophy*, Lahore: Sh.Gholam.
4. Fakhry, Majid, 1970, *A History of Islamic Philosophy*, New York: Columbia University Press.
5. Agrama. Hussein Ali, 2012. *Questioning Secularism: Islam, Sovereignty, and the Rule of Law in Modern Egypt*, Chicago: University of Chicago Press.
6. Leaman, Oliver (ed.). 2006, *Biographical Encyclopedia of Islamic Philosophy*, 2 vols. Thoemmes Continuum.
7. Nasr, Seyyed Hossein & Oliver Leaman, ed. 1996, *History of Islamic Philosophy*, 2 vols. London: Routledge.
8. Said, Edward. 1993, *Orientalism*. London: Penguin.
9. Khurshid Ahmed, *Islam and West*

## **PHI 311: Decision Theory**

**1 unit 4 credit 100 marks**

### **Course Goals and Outcomes:**

The present course analyzes the concepts and models of rational choice under uncertainty. It utilizes the basic concepts of probability and utility theory to explain the positive as well as normative aspects of decision making under uncertainty. Topics included are: Elementary notions of probability theory; Subjective, objective, and risk-neutral probability; Logic of rational behavior; Lottery tickets and Modeling of choice behavior under uncertainty; Payoff-matrix; Bayes' decision criterion and maximization of EMV; Savage rule, Laplace principle insufficient reason and Hurwicz  $\alpha$ -criteria of optimism and pessimism; Axioms of expected utility hypothesis (EUH) and Allais' paradox; Portfolio selection and reduction of risk through diversification; Relationship between portfolio selection and expected utility maximization; Rational choice involving contingent claims and options; Minimax Theorem and game theory; Nash-Equilibrium and bargaining solution.

### **Texts:**

1. Taha, H.A., 2004, *Operations Research: An Introduction*, Prentice-Hall.
2. Raiffa, H., 1968, *Decision Analysis*, Addison-Wesley.
3. Luce, D. and Raiffa, H., 1959, *Games and Decisions*, Rand Corporation.

### **Books Recommended:**

1. Elton, E., and M. Gruber, 2006, *Modern Portfolio Theory and Investment Analysis*, Prentice-Hall.
2. Markowitz, H., 1997, *Portfolio Selection* (Enlarged Edition), Academic Press.
3. Gibbons, R., 1995, *Primer in Game Theory*, Oxford University Press.

## **PHI 312: State, Policy and Good Governance**

**1 unit 4 credit 100 marks**

### **Course Goals and Outcomes:**

- Governance, Policy and Ethics (GPE) is designed to provide a sound working knowledge of policy-making actors and processes within the public sector at national and sub-national levels of government. In addition, the module provides an understanding of the principles of good governance and ethical approach in the public and corporate sectors, and knowledge and skills in the areas of professional values and ethics. There are a large number of different forms of government, so this module focuses primarily on the actors and structures typically found in democratic states, but reference is made to other approaches where relevant.
- Course Description:

- A Governance and ethics
- Identify and describe the main principles of governance, Identify, describe and apply the principles and main provisions of governance in the public services
- Government structures and ideologies, Describe and evaluate economic and political ideologies
- Policy making processes, Discuss the dynamic nature of the boundaries and relationships between the public, private and third sectors
- Public, private and not for profit sectors
- Transnational public policy making

### **Recommended Books:**

1. Amy, Douglas J.(1984), "Why Policy Analysis and Ethics are Incompatible", *Journal of Policy Analysis and Management*. Vol3, No.4 (summer), pp.573-591.
2. Anderson, James E 2004, *Public Policy Making*, Houghton, New York.
3. Anderson, J.E. (1975), *Public Policymaking*, New York.
4. Bache, Ian and Mathew Flinders, 2004, *Multi-level Governance*, Oxford: Oxford University Press.
5. Bochel, Hughand Duncan, Sue 2007 *Making Policy in Theory and Practice*, The Policy Press, Great Britain.
6. Brewer, G and deLeon, P. (1983), *The Foundations of Policy Analysis*, Monterey, Cal, Brooks.
7. Chandhoke, Neera, 1995, *State and Civil Society: Explorations in Political Theory*, Sage, New Delhi.
8. Chandhoke, Neera, 2003, *The Conceits of Civil Society*, Oxford University Press, New Delhi.
9. Cobb, R.W, Ross, J.K and Ross, M.H (1976), *Agenda Building as a Comparative Political Process*, American
10. *Political Science Review*, 70(1), 126-38.
11. Cochran, Charles and Malone, Eloisef, 2007. *Public Policy: Perspectives and Choice*, Viva Books, Pvt. Ltd,
12. New Delhi.
13. Cole, Burstein, P.(1991), *Policy Domains : Organization, Culture, and Policy Outcomes*, American Review
14. of Sociology, 17: 327-350.
15. Dani, Anis A and Haan Arjan de (ed) 2008. *Inclusive States: Social Policy and Structural Inequalities*.

17. DeLeon, P., 1978. *A Theory of Policy Termination*. In J.V May and A, Wildavsky (eds), *The Policy Cycle*,
18. pp 279-300, Beverly Hills: Sage.
19. DeLeon, P.(1999), *The Stages Approach to the Policy Process*. In P.A, Sabatier (ed), *Theories of the Policy*
20. *Process*, pp 19-32, Boulder, CO: Westview Press.
21. Diehl, Paul F. ed, 2005, *The Politics of Global Governance: International Organizations in an*
22. *Interdependent World*, New Delhi, Viva Books, 2005.
23. Fischer, F, 1993. *Policy Discourse and Politics of Washington Think Tanks*, In F.Fischer and J.Forrester
24. (eds), *The Argumentative Turn in Policy Analysis and Planning*. Durham and London : Duke University Press,
25. 21-24.
26. Fischer, F. (2003), *Reframing Public Policy: Discursive Politics and Deliberative Practices*, Oxford: Oxford
27. University Press.
28. Frank Fischer and Gerald Muller (eds) 2007. *Hand Book of Public Policy Analysis Theory, Politics and Methods*.
29. Hazara, Arnab Kumar and Bibek Debroy, *Judicial Reforms in India: Issues and Aspects*, new Delhi:
30. Academic Foundation (for Rajiv Gandhi Institute for Contemporary Studies)2007. 31. Held, David,
31. Anthony McGrew, David Goldblatt and Jonathan Perraton, 1999, *Global Transformations: Politics,*
32. *Economics and Culture*, Stanford: Stanford University Press.
33. Hodgson, Susan M and Irving Zoe 2007. *Policy Reconsidered*, The Policy Press, Great Britain.
34. Hogwood, B.W, and Gunn, L.A (1984), *Policy Analysis for the Real World*. Oxford: Oxford University
35. Press.
36. Howell, Jude and Jenny Pearce, 2001, *Civil Society and Development: A Critical Exploration*,
37. Boulder:Lynne Rienner Publishers.
38. Howlett, M, and Ramesh, M., 2003.*Studying Public Policy Cycles and Policy Subsystems*,
39. Hooghe, Liesbet and Gary Marks, 2003, “Unravelling the Central State, but How? : Types of Multilevel



40. Governance” *American Political Science Review*, Vol.97 No.2 May pp.233- 43.
41. Hooghe, Liesbet and Gary Marks, 2002, ‘Types of Multi-Level Governance’, *Cahiers Europeans de*
42. *Sciences*, Vol.3. 38.
43. Hulme, David and Michael Edward eds, 1997, *NGOs, States and Donors ; Too Close for Confort*, London, Macmillan.

**PHI 313: Introduction to Economics                      1 unit 4 credit 100 marks**  
**(Micro & Macro)**

**Course Goals and Outcomes:**

- The main objective of the course is to give an account of philosophy of economics and its problems and various issues raised in social welfare economics
- Upon completion the course students will be able to understand the philosophical and logical problems in economics.

**Course Description:** An attempt will be made to analyse the foundations of rational choice in economic theory, Normative model as descriptive model of rationality. Bounded rationality, logic, choice and preference, collective choice, Rational expectation hypothesis and role of values and information in economic theory and models.

**Required Texts:**

1. Simon, H.A., 1983, *Models of Bounded Rationality*, Vol.2, MIT.
2. Sen, A. K., 1970, *Collective Choice and Social Welfare*, North-Holland.
3. Arrow. K. J., 1962, *Social and Individual Value*, 2<sup>nd</sup> edition, John Wiley.

**Recommended Readings:**

1. Don Ross (auth.), 2014, *Philosophy of Economics*, UK: Palgrave Macmillan.
2. Julian Reiss, 2013, *Philosophy of Economics: A Contemporary Introduction*, Routledge.
3. Harold Kincaid, Don Ross, 2009, *The Oxford Handbook of Economics*, Oxford University Press.
4. Hausman D., 2007, *Philosophy of Economics: An Anthology*, Cambridge University Press.

**BA Honors Fourth Year**  
**Sessions: 2024-2025, 2025-2026, 2026-2027**  
**Exams: 2025, 2026, 2027**

Module	Course No.	Course Title	Unit and Credit	Marks
Module A	PHI 401	Philosophy of Religion	1 Unit; 4 Credit	100
Module B	PHI 402	Contemporary Continental Philosophy	1 Unit; 4 Credit	100
Module B	PHI 403	Knowledge and Reality: An introduction to Epistemology and Metaphysics	1 Unit; 4 Credit	100
Module D	PHI 404	Applied Ethics	1Unit; 4 Credit	100
Module E	PHI 405	Philosophy of Language	1 Unit; 4 Credit	100
Module E	PHI 406	Philosophy of Mind	1 Unit; 4 Credit	100
Module F	PHI 407	Philosophical Logic	1 Unit; 4 Credit	100

**Alternative courses (Any One)**

Module	Course No.	Course Title	Unit and Credit	Marks
Module-Any	PHI 408	Research Paper	1 Unit; 4 Credit	100
Module A	PHI 409	Philosophy of Science	1 Unit; 4 Credit	100
Module A	PHI 410	Theories of Human Rights II	1 Unit; 4 Credit	100
Module A	PHI 411	Applied Philosophy	1Unit; 4 Credit	100

Module B	PHI 412	Readings in Western Philosophical Classic (Plato, Kant, Moore, Russell)	1Unit; 4 Credit	100
Module C	PHI 413	Eastern Aesthetics	1Unit; 4 Credit	100
Module D	PHI 414	The Metaphysics of Ethics	1 Unit; 4 Credit	100
Module D	PHI 415	Bio-ethics and Bio-medical Ethics	1 Unit; 4 Credit	100

Viva voce	½ unit; 2 Credit	50
Total	34 Credit	850

## Course Outlines

### **PHI 401: Philosophy of Religion**

**1 unit 4 credit 100 marks**

#### **Course Goals and Outcomes:**

##### **The aims of the Course:**

Philosophy of religion is the philosophical study of the meaning and nature of religion. It includes the analyses of religious concepts, beliefs, terms, arguments, and practices of religious adherents. Studying the philosophy of religion can teach us the evolution of humanity in the process of understanding the nature and reality. Our attitude toward religions, religious arguments, and God becomes clearer and stronger. Hence, it helps us ponder upon these topics and topics related to it in a better way.

##### **Objectives of Course:**

Like any philosophy course, this course will develop your abilities to read carefully, analyze arguments, and think critically about difficult ideas. More specifically, you should be able to engage in educated discussions about major topics in the philosophy of religion, including developing your own informed opinions on the topics and authors we'll discuss. By the end of the course the students will

- become acquainted to think critically, objectively, and carefully about religious claims and issues.

- become acquainted with basic concepts and central problems of the philosophy of religion.
- become acquainted with the views of various philosophers with respect to these problems.
- be able to familiarize students with the major issues and arguments in the philosophy of religion.
- be able to equip students with a number of basic, essential skills of philosophical analysis.
- To expose students to diverse ethnic, cultural, historical, and social traditions as they intersect with religious issues.
- be able to develop students' writing skills, textual analysis skills, and oral discussion/debate skills. And also.
- be able to (further) develop the fundamental philosophical skills of critical reading, thinking, and writing, and learn how to apply these skills within the field of Philosophy of Religion.
- These goals will be met and assessed with reading assignments, reading quizzes, tests, vocabulary assessment, quizzes, paper assignments, class discussions, lectures, and philosophical research.

**Course Description:** Nature and scope of philosophy of religion; Relation of philosophy of religion to theology: the place of God in religion, God and the world, grounds for the belief in the existence of God; disbeliefs in God: Marxist and Freudian views, Feuerbach's view; Revelation, faith and reason; soul and its immortality; Problems of religious language, and problems of verification; Psychological grounds for belief in religion: suggestion, prayer, worship, conversion; a comparative study of the world's great religions -- Islam, Christianity, Hinduism and Buddhism.

### **Required Texts**

- Hick, John, 1963, *Philosophy of Religion*, J. J. Prentice-Hall Inc.
- Thouless, R. H., 1961, *An Introduction to the Psychology of Religion*, Cambridge.

### **Recommended Readings:**

1. Brown, Stuart, 2000, *Philosophy of Religion*, Routledge.
2. Frinegan, J, 1952, *The Archeology of World Religions*, Princeton University Press.
3. Gellman, Jerome, 2001, *Mystical Experience of God*, Ashgate, UK.
4. Thompson, S. M, 1955, *A Modern Philosophy of Religion*, Chicago, Henry Regency Co.
5. Hick, John (ed), 1964, *The Existence of God*, New York, The Macmillan, Co.
6. Jurji, F. J., 1965, *The Great Religions of the World*, London.

7. Kaufmann, 1958, *Critique of Religion and Philosophy*, New York, Harper and Row.
  8. MacIntyre, Alastair, 1955, *New Essays in Philosophical Theology*, New York, The Macmillan Company.
  9. Palmer, Michael, 2001, *The Question of God*, Routledge.
- Ramsey I. T., 1957, *Religious Language*, London.

**PHI 402: Contemporary Continental Philosophy Unit 4 credit 100 marks**  
**Course Goals and Outcomes:**

**Course Description:**

This course introduces students to contemporary continental philosophy, by focusing on the historical development. This course consists of a set of 19<sup>th</sup> and 20<sup>th</sup> –century philosophical traditions from mainland Europe. This course is an examination of trends and issues in 20th century continental philosophy. Readings will focus on the development of phenomenology and existentialism, and on their contributions to structuralism, post-modernism, and deconstructionism. The course is organized topically around the following issues and debates: 1. Should the classical approaches to subjectivity developed in transcendental phenomenology be overcome by ontology? Are both phenomenology and ontology a product of a totalizing system of thought to be displaced by an ethics of radical otherness? Or is the ethics of the other forgetful of otherness within sexual difference? 2. What is the value of a structure-based approach to human reality, which captures the larger-than-individual forces such as linguistic differences and social relations of power? To what degree are structure-based approaches wedded to the traditional conceptions of science and to the metaphysics of presence – hence in need of deconstruction? 3. Is theoretical and interpretative practice best described as pure reflection, or rather as a language-based hermeneutical process? 4. What is the relation between the traditional concept of history and genealogy, and between knowledge and power? 5. What does a deconstructive practice of reading philosophical texts consist in, and does deconstruction necessarily turn philosophy into a species of literature? If so, is this a problem?

**Course Contents:**

The major thinkers or philosophers included in the course are: Marks, Schopenhauer, Nietzsche, Kierkegaard, Heidegger, Sartre, Beauvoir, Camus, Saussure, Bergson, Foucault, Derrida, and Baudrillard.

### Course Goals and Outcomes:

By the end of the course, students will be able to:

- Understand the nature and the development of the contemporary continental philosophy.
- Realize the limit of reason.
- Think critically the problem of individuals.

### Recommended Readings:

1. Kearney, Richard (ed), 1994, *Continental Philosophy in the 20th Century (Vol 8)* London and New York.
2. Foucault, Michel, 1988, *Madness and Civilization: A History of Insanity in the Age of Reason*, Vintage Books Edition, November.
3. Foucault, Michel, 1990, *The Use of Pleasure*, (vol 1-3), New York, Vintage Books, A Division of Random House, Inc.
4. Foucault, Michel, 1995, *Discipline and Punish: The Birth of the Prison*, Vintage Books, A Division of Random House, Inc. New York.
5. Barrett, William, 1962, *Irrational Man: A Study in Existential Philosophy*, New York, Doubleday Anchor Books, Doubleday & Company, Inc., Garden City.
6. Kearney, Richard and Mara Rainwater (ed), 1996, *The Continental Philosophy Reader*, London and New York.
7. Nietzsche, Friedrich, 1968, *The Will to Power*, New York, Vintage Books, A Division of Random House, Inc.
8. Nietzsche, Friedrich, edited by Bernard Williams, 2007, *The Gay Science*, Cambridge University Press,.
9. de Beauvoir, Simone, 1956, *The Second Sex*, Jonathan Cape, Thirty Bedford Square London,.
10. D, M Datta, 1950, *The Chief Currents of Contemporary Philosophy*, Calcutta.
11. Blackman, H. J, 1952, *Six Existential Thinkers*, London.
12. Bergson, Henry, 1941, *Creative Evaluation*, New York.
13. ইসলাম, ড. আমিনুল, ২০১৯, *সমকালীন পাশ্চাত্য দর্শন*, ঢাকা, মাওলা বাদার্স, ৫ম মুদ্রণ।
14. হোসেন, ড. মো. শওকত, ২০১৬, *সমকালীন পাশ্চাত্য দর্শনের রূপরেখা*, ঢাকা, ১২১৭, তিথি পাবলিকেশন ৪র্থ।

**Phil 403: Knowledge and Reality:**

**1 unit 4 credit 100 marks**

**An introduction to Epistemology and Metaphysics**

### **Course Goals and Outcomes:**

- To introduce students to various traditional philosophical problems, particularly epistemological and metaphysical problems;  
To encourage students to critically examine some of the answers philosophers have given to these problems, especially those developed by contemporary philosophers.
- Upon the successful completion of this module, the student should be able to demonstrate:
  - a basic knowledge and understanding of some traditional philosophical problems, particularly epistemological and metaphysical problems;
  - a sound awareness of some of the contemporary answers to these problems;
  - a basic ability to critically reflect upon contemporary answers to traditional philosophical problems, such as those connected with the nature of humanity, free will, knowledge, cosmology and the meaning of life;
  - the ability to organize relevant ideas in a coherent way, paying due regard to scholarly conventions in the presentation of assessment material.

**Course Description:** This course introduces students to a number of traditional philosophical problems (and some of the answers proposed to them), including all of the following:

- Origin, nature, and scope of metaphysics
- The need for metaphysics
- Persons and bodies and the relation of the mind to the body
- Fate
- Particulars and universals
- Space and Time
- Free Will and determinism
- Personal Identity
- Causation
- God
- Metaphysics and meaning
- Nature and scope of epistemology

The terms of epistemic appraisal

- The truths of reason
- Directly and indirectly evident
- Truth
- The nature and problems of the possibility of knowledge
- The problem of the criterion
- Justified belief
- Distinction between the real and the illusory

Questions such as these have exercised generations of philosophers, and continue to be at the centre of philosophical debate even today. Students taking this module will thus be introduced not to arcane and dusty discussions of historical interest only, but to debates of great human interest which are ongoing still.



### **Required Texts:**

1. Taylor, R., 1994, *Metaphysics*, Prentice-Hall, New Delhi.
2. Chisolm, R. M., 1989, *Theory of Knowledge*, 3rd edition.

### **Books Recommended:**

1. Audi, Robert, 1998. *Epistemology: A Contemporary Introduction to the Theory of Knowledge* (London and NY: Routledge,) selected chapters.
2. Carroll, John W., and Ned Markosian, 2010, *An Introduction to Metaphysics* (Cambridge University Press), selected chapters.
3. Cooper, David E., and Peter S. Fosl (eds.), 2010, *Philosophy: The Classic Readings* (Oxford: Blackwell).
4. Cottingham, John (ed.), 2008, *Western Philosophy: An Anthology, second edn.* (Oxford: Blackwell), selected papers.
5. Crane, Tim, and Katalin Farkas, 2004, *Metaphysics: A Guide and Anthology* (Oxford: Oxford University Press), selected papers.
6. Dancy, Jonathan, 1985, *Introduction to Contemporary Epistemology* (Oxford: Basil Blackwell), selected chapters.
7. Hospers, John, 1997, *An Introduction to Philosophical Analysis*, fourth edn. (London: Routledge).
8. Pritchard, Duncan, 2006, *What is This Thing Called Knowledge?* (London and New York: Routledge).
9. Cahn, Steven M. (ed.), 2009, *Exploring Philosophy* (Oxford: Oxford University Press).
10. Cox, Gary, 2010, *How to be a Philosopher: Or How to be Almost certain that Almost Nothing is Certain* (London: Continuum).
11. Hollis, Martin, 1997, *Invitation to Philosophy*, second edn. (Oxford: Blackwell).
12. Honderich, Ted (ed.), 2005, *The Oxford Companion to Philosophy*, second edn. (Oxford: Oxford University Press).
13. Russell, Bertrand, *The Problems of Philosophy* (various editions).
14. Soccio, Douglas J., 2010, *Archetypes of Wisdom: An Introduction to Philosophy*, seventh edn. (Belmont: Wadsworth).
15. Stroll, Avrum, 2009, *Informal Philosophy* (Lanham: Rowman & Littlefield).
16. Zack, Naomi, 2010, *The Handy Philosophy: Answer Book* (Detroit: Visible Ink Press).

### **Course Goals and Outcomes:**

This course is intended to illuminate ethics by reflecting on what we care about in our practices. The class will be discussion-based, and focused on contemporary writings. This course is not just one in which we answer to questions about practical issues. Instead, it will be one in which we think about what tools we have to answer questions in practical ethics. By the end of the session, students will be able to assess, compare, and create arguments for or against various stances on contemporary issues. Upon completion of the course, a student should be able to demonstrate Knowledge and understanding of the contributions of some key thinkers to major ethical concepts, problems and methods of reasoning in practical life; Sufficient knowledge and understanding to develop a reasoned and consistent position of her or his own about these ethical theories; and, to apply this knowledge to their policy and decision making.

**Course Description:** In this course, you will be encouraged to think about some of the ethical issues that we all face in our daily lives as concerned global citizens. The course will focus on the following topics:

#### **A: Problems related to social and Economic Life**

Liberty and Equality: Freedom of Action, Freedom of Thought and Speech, Affirmative Action, Racisms, Oppression, Sexual Harassment.

Theory of Punishment: Retributive theory, Deterrent theory, Reformative theory, Utilitarianism and Humanist Theory.

War and Peace: Different theories of war: Realistic theory, just theory, unjust theory, the diversionary theory of war, theories of bargaining and war, feminist theories of war. Theories of economic interdependence and peace, the democratic peace debate. Conflict and security in the third World ethno-nationalism and war

Terrorism: Political and Cultural perspective of Terrorism, Critiques of Terrorism, World Hunger and International Justice

Business Ethics: Morality of Advertisement, Corporate Social Responsibility and Ethical Governance of an Organization.

#### **B: Problems Related to Biological Life**

Reproductively and Biotechnology: Human Reproduction and Birth (moral status of Fetuses and Embryos), ethical perspective of Biotechnology (cloning, IVF, etc).

Ethical debate of Abortion: Religious perspective, Liberal and Communitarian View, Abortion Justice and Gender Justice.

The end of life: euthanasia (Active and Passive, Voluntary, involuntary and non-voluntary).

Medical Ethics: Hippocratic Oath, Doctor -Patient Relationship.

### **C. Extension of Moral Values**

Feminist Ethics, Ecofeminism, Issues of Animal Ethics, Values of Nature (Anthropocentrism, Biocentrism Ecocentrism, and Deep ecology).

#### **Required Texts:**

Peter Singer, 2011, *Practical Ethics*, 3<sup>rd</sup> edition, USA: Cambridge University Press.

#### **Recommended Readings**

1. Tooley, Michael and et.al (eds.), 2009, *Abortion: Three Perspectives*,
2. Thompson, Paul B., 2007, *Food Biotechnology in Ethical Perspective*, London: Springer.
3. Warren, Marry, Ann, 2007, *Moral Status: Obligations to Persons and Other Living Things*, Oxford: Clarendon Press.
4. Eqbal Ahmad, 2006, "Terrorism: Theirs and Ours" From *The Selected Writings of Eqbal Ahmad*.
5. Kushe, Helga, Singer, Peter, 2006, *Bioethics: An Anthology*, USA: Blackwell Publishing.
6. Mepham, Ben, 2005, *Bioethics: An Introduction for Bioscience*, Oxford: Oxford University Press.
7. Joseba Zulaika., 2003, 'The Self-Fulfilling Prophecies of Counterterrorism.' *Radical History Review* 85: 191 – 199.
8. Gayatri Chakravorty Spivak., 2004, "Terror: A Speech After, 9-11",
9. May, Cllis & et.al, 2002, *Applied Ethics: A Multicultural Approach*,
10. Cynthia Keppley Mahmood., 2001, "Terrorism, Myth, And The Power Of Ethnographic Praxis." *Journal of Contemporary Ethnography* 30(5): 520 – 545.
11. Cynthia Keppley Mahmood, 2001, "Terrorism, Myth, And The Power Of Ethnographic Praxis." *Journal of Contemporary Ethnography* 30(5): 520 – 545.
12. Appiah, Kwame Antony, 1997, "Racisms", in Hugh (ed.).
13. Cudd, Ann E., 1997, "Oppression by Choice", in Hugh (ed.).
14. Crocker, David A., 1997, 'Hunger, Capability, and Development', in Hugh (ed.).
15. Hugh, LaFollette (ed.s), 1997, *Ethics in Practice: An Anthology*, London: Blackwell Publishers.
16. Levin, Michael, 1997, 'Affirmative Action', in Hugh (ed.).
17. Rolston III, Holmes, 1997, "Feeding People versus Saving Nature", in Hugh (ed.).

18. Singer, Peter, 1997, 'Famine, Affluence, and Morality', in Lafollette, Hugh, 1997, *Ethics in Practice: An Anthology*, UK: Blackwell Publishers.
19. Superson, Anita M., 1997, 'Sexual Harrasement', (in Hugh ed.).
20. Mill, J.S., 1997, 'Freedom of Actions', in Hugh (ed.), 1997.
21. Furrow, Greaney, Johnson, Jost & Schwartz, 1991. *Bioethics: Health Care Law and Ethics*, 3d ed., West Paperback: CASEBOOK or CB. *Boundary 2*: 81 – 111.
22. Pojman, L. "The Moral Status of Affirmative Action" (420-438), *Probs.* 1-4 (461-463).
23. Arthur, John, 1997, "Rights and the Duty to Bring Aid", in Hugh (ed.).
24. Jeroen Gunning. "A Case for Critical Terrorism Studies" *Government and Opposition* 42 (3): 363 – 393.
25. Khatchadourian, "The Morality of Terrorism" (606-618), *Probs.* 1, 3 (630-633), India: Prentic Hall of India.
26. Mill, J.S., 1997, "Freedom of Thought and Discussions", in Hugh (ed.), London: Oxford University Press.

### **PHI 405: Philosophy of Language**

**1 unit 4 credit 100 marks**

#### **Course Goals and Outcomes:**

- The aim of the course is to make students understand the various aspects of philosophy of language, such as the differences between Meaning and Reference, Meaning and Understanding, Definite descriptions, Singular Terms, Russell's Theory of Descriptions, Donnellan's distinction, Anaphora. Proper Names: Russell's Name Claim, Searle's "Cluster Theory", Kripke's Critique. Proper Names: Direct Reference and the Causal-Historical Theory, Possible worlds, Rigidity and Proper Names, Natural-kinds terms and "Twin Earth" and so on. Readings are partly historical and partly contemporary.

Upon successful completion of this course, it is expected that students will be able to

- understand the very basic yet intriguing concepts of philosophy of language;
- understand the link between words and the world;
- identify, describe and explain the major areas of philosophy of language;

- get themselves acquainted with some traditional to most recent debates concerning meaning and reference ;
- identify strengths and weaknesses in the arguments philosophers have put forward for their views;
- formulate objections to a philosophical theory about a particular issue of natural language.

**Course Description:** The course includes the following topics:

**Part 1: Theories of Reference:**

Meinong's theory of reference, Definite descriptions, Singular Terms, Russell's Theory of Descriptions, Donnellan's distinction, Anaphora, Proper Names: Russell's Name Claim, Searle's "Cluster Theory", Kripke's Critique, Direct Reference and the Causal-Historical Theory, Possible worlds, Rigidity and Proper Names, Natural-kinds terms and "Twin Earth".

**Part 2: Theories of Meaning**

Traditional Theories of Meaning: referential theory; ideational theory; the proposition theory; Grice's distinction between natural and non-natural meaning, Early and late Wittgenstein's conceptions of language, meaning, and the limits of language.

**Part 3: Theories of Truth:**

Truth-Condition Theories: Tarski's theory of truth, Davidson's Program, Truth-Defining Natural Language.

**Part 4: Pragmatics and Speech Acts**

Semantics vs. Pragmatics, the problem of Deixis, the Work of Semantics and Pragmatics, Performatives, Rules and Infelicities, Force, Content and Perlocution, Cohen's Problem.

**Required Texts:**

- Michael Morris (2007), *An Introduction to the Philosophy of Language*, Cambridge: Cambridge University Press
- Lycan. W. G. (1999), *Philosophy of Language: a contemporary introduction*, London: Routledge

**Recommended Readings**

1. Wittgenstein, L., 2009, *Philosophical Investigations*, 4th edition (trans. Anscombe, Hacker and Schulte). Chichester, West Sussex, U.K.; Malden, USA: Wiley-Blackwell. (Selected remarks)
2. Kusela, O., 2008, "Grammar, Meaning, and Knowledge" (chapter 4), *The Struggle Against Dogmatism. Wittgenstein and the concept of Philosophy*. Cambridge & London: Harvard University Press.

3. Read, R., 2007, "Language" (part 1), *Applying Wittgenstein* (ed: Cook, L.), Continuum: London.
4. Bob Hale and Crispin Wright (eds.), 1997, *A Companion to Philosophy of Language*, Blackwell publishers Ltd.
5. Searle, J.R., (ed.), 1971, *The Philosophy of Language*, London : Oxford University Press.
6. Hospers, J., 1967, *An Introduction to Philosophical Analysis*, Prentice-Hall, Inc.
7. Chappell, V.C., 1964, *Ordinary Language; essays in philosophical method*, Englewood Cliffs, N. J., Prentice-Hall.
8. Austin, J.L., 1962, *How To Do Things With Words*, Oxford, OUP, (The willam James lectures delivered at Harvard).

## **PHI 406: Philosophy of Mind**

**1 unit 4 credit 100 marks**

### **Course Goals and Outcomes:**

- The aim of this course is to introduce students to the main questions of the philosophy of mind: the nature of the mental, the classification of mental phenomena, the mind-body problem, the problems of consciousness and the problems of intentionality;
- At the end of this course, students who have attended class and done the readings will understand the main questions of the philosophy of mind; they will be able to articulate the arguments for or against the central positions on the mind-body relationship; they will understand the significance of the questions of intentionality and consciousness.

**Course Description:** The following topics will be covered throughout the year:

- A brief introduction to philosophy of mind focusing on metaphysical aspects of philosophy of mind;
- Subject of Consciousness;
- Mind as behavior: behaviorism;
- Mind as brain: the mind-body identity theory;
- Mind as a computer: machine functionalism;
- Mind as a causal structure: causal theoretical functionalism;
- Mental causation;
- Consciousness;
- Mental content;
- Reductive and nonproductive physicalism.

### **Required Text:**



- Kim, J., 2010, *Philosophy of Mind* (3rd edition), Routledge.

### **Recommended Readings:**

1. Kim, J., 2000, *Mind in a Physical World : An Essay on the Mind- Body Problem and Mental Causation*. The MIT Press. Cambridge. Massachusetts.
2. Chalmers, D. J., 1996, *The Conscious Mind: In Search of a Fundamental Theory*. Oxford University Press, Oxford.
3. Searle, J. R., 1994, *The Rediscovery of the Mind*, Cambridge, Massachusetts, The MIT Press.
4. Shaffer, J. A., 1968, *Philosophy of Mind*. Prentice Hall. New Jersey, United States.
5. Ryle, G., 1949, *The Concept of Mind*, Barnes & Noble. New York.

### **PHI 407: Philosophical Logic**

**1 unit 4 credit 100 marks**

#### **Course Goals and Outcomes:**

- The aim of this course is to introduce students with various problems and approaches to philosophical logic.
- upon completion the course students should understand the tools and theories of philosophical logic.

#### **Course Description:**

- The topics include: the nature of philosophical logic, the difference between philosophical logic and philosophy of logic, the nature and a brief history of logic, the Syllogism, the Laws of Thought, Existential Import, Symbolic Logic, Logical Connectives and Truth Tables, the Problem of Induction, Dialetheism, Paraconsistency and the logic of catuskoti.

#### **Required Texts:**

1. Priest, G., 2015, *Speaking of the Ineffable: East and West*. *European Journal of Analytic Philosophy* 11 , pp. 6-21
2. Dale Jacquette, 2006, *A Companion to Philosophical Logic*, Blackwell Publishing Ltd.
3. Copi, Irving M. and James A Gould, 1972, *Readings on Logic*, 2<sup>nd</sup> edition, Macmillan.

#### **Recommended Readings:**

1. Kuusela, O., 2014, The Method of Language-games as a Method of Logic. *Philosophical Topics*, 42(2), 129-160.
2. Horsten, L., & Pettigrew, R. (Eds.), 2011, *The Continuum companion to philosophical logic*. A&C Black. (selected chapters).
3. Goble, L., (ed.), 2001, *The Blackwell Guide to Philosophical*



- Logic*, Oxford: Blackwell Publishers.
4. Gabbay, D. and Guentner, F., (eds.), 1983, *Handbook of Philosophical Logic*, Dordrecht, Kluwer.
  5. Copi, I. M, and Gould, J., (ed.), 1978, *Contemporary Philosophical Logic*, New York, St. Martin's Press.
  6. Davis J.W., (ed.), 1969, *Philosophical Logic*, Hockney D.J., and Wilson W.K. Dordrecht: Reidel.
  7. Strawson P. F., (ed.), 1967, *Philosophical Logic*, Oxford: Oxford University Press.
১. মতীন ,আবদুল, ১৯৯৪, দার্শনিক যুক্তিবিদ্যা, ঢাকা, বাংলা একাডেমী।

### **PHI 408: Research Paper**

**1 Unit 4 Credit 100 marks**

#### **Course Goals and Outcomes:**

### **PHI 409: Philosophy of Science**

**1 Unit 4 Credit 100 marks**

#### **Course Goals and Outcomes:**

- The aim of the course is to introduce students to fundamental issues in the philosophy of science, in particular, nature of science, scientific explanation, scientific methods, demarcation criteria, scientific progress, scientific realism and debates in the philosophy of science.
- Upon completion of the course, students should be able to understand more advanced issues and arguments in philosophy of science, and reflect on the relative advantages and also the limitations of scientific methods of thinking.

**Course Description:** The course explores definition, nature, scope of philosophy of science and its relation to other disciplines; historical development of philosophy of science; logical positivists and their demarcation criterion of science from metaphysics; Hume and Russell on Induction; scientific explanation, Hempel's two models of scientific explanation; Popper's falsibility criterion, deductive method of testing, criticism of induction, corroboration and simplicity; Kuhn's view of normal science, scientific rationality, paradigm, scientific revolution; Feyerabend's theoretical anarchism, criterion of 'anything goes', counter inductive method; Lakatos on scientific research program, negative and positive heuristics; science and progress; scientific models, truth, scientific mechanistic worldview vs. organismic worldview.

**Required Texts :**

- Hempel, 1966, Karl *Philosophy of Natural Science*, Prentice-Hall. (Selected Chapters)
- Kuhn, T.S. 1970, *The Structure of Scientific Revolutions*, Chicago. (Selected Chapters)
- Popper, Karl 1989, *Conjectures and Refutations*, Routledge. (Selected Chapters)
- Popper, Karl 1961, *The Logic of Scientific Discovery*, London. (Selected Chapters)
- Feyerabend, 1974, *Paul Against Method verso.*(Selected Chapters)
- Lakatos, 1989, I and Musgrave A, *Criticism and the Growth of Knowledge*, CUP.(Selected Chapters)

**Recommended Readings:**

1. Baruch A, B., and Richard, E .G, (eds.) 1970, *Readings in the Philosophy of Science*, Englewood Cliffs, N.J. : Prentice-Hall.
2. Brody, B., and Grandy, R.E., (eds), 1989, *Readings in the Philosophy of Science*, 2nd edition, Prentice-Hall.
3. O’Hear, Anthony, 1989, *Introduction to the Philosophy of Science*, Oxford: Oxford University Press.
4. Hacking, I., (ed.), 1981, *Scientific Revolutions*, New York: Oxford University Press.
5. খান, ড. গালিব আহসান, ১৯৯০, *বিজ্ঞান, পদ্ধতি ও প্রগতি*, ঢাকা, বিবিধ প্রকাশনী।
6. খান, ড. গালিব আহসান, ২০০২, *বিজ্ঞানের দর্শন*, ঢাকা, জাতীয় গ্রন্থ প্রকাশন।
- 7 নূরুজ্জামান, মো:, ২০১৪ *বিজ্ঞান ও প্রযুক্তিক দর্শন*, ঢাকা, জাতীয় সাহিত্য প্রকাশ।

**PHI 410: Theories of Human Rights II****1 Unit 4 Credit 100 marks****Course Goals and Outcomes:**

The unit investigates a number of contemporary debates about human rights which have implications in domestic and international politics. For instance: do cultural minorities have special claims to group rights? Do human rights violations invalidate government's claim to sovereignty or independence? Can group rights be reconciled with the individualistic bent of human rights theory? Do the expanding rights of children conflict with the rights of parents? The unit also investigates the ethical foundations of human rights. Do human rights represent basic moral obligations? Or are they just a way to promote good consequences? And how do human rights relate to animal rights?

**Learning Outcome:**

- Mastery of the content of several key controversies surrounding human rights.
- Familiarity with central positions in philosophical accounts of the justification and explanation of human rights.
- Skills to assist them to conduct independent research in human rights topics.

## Topics

### (1) The Dangers of Unconditional Sovereignty

- 1.1 Kofi Annan (1999), "Two concepts of sovereignty", *The Economist*, 16 September 1999.
- 1.2 The International Commission on Intervention and State Sovereignty (2001), Extracts from *The Responsibility to Protect* (Ottawa: The International Development Research Centre), online via: <http://responsibilitytoprotect.org/1CISS%20Report.pdf>.

### (2) Problems and Critiques around R2P

- 2.1 Jennifer Welsh (2011), "Civilian protection in Libya: putting coercion and controversy back into RtoP", *Ethics and International Affairs* 25(3): 255-62
- 2.2 Noam Chomsky(2009), "The responsibility to protect", Text of lecture given at the United Nations General Assembly, New York City, 23 July 2009, via <http://www.chomsky.info/talks/20090723.htm>.
- 2.3 Mahmood Mamdani (2010), "Responsibility to protect or right to punish?", *Journal of Intervention Studies and State building*, 4 (1): 53-67.

### (3) Secession and Separatism

- 3.1 Hilary Charlesworth (2010), "Feminist reflections on the responsibility to protect," *Global Responsibility to Protect* 2(3): 232-49.
- 3.2 Allen Buchanan (1997), "Theories of secession", *Philosophy & Public Affairs*, 26 (1): 31-61.

### (4) Free Speech as a Human Right

- 4.1 Susan Benesch (2004), "Inciting genocide, pleading free speech", *World Policy Journal* 21 (2): 62-69.
- 4.2 Thomas Nagel (1995), "Personal rights and public space", *Philosophy & Public Affairs*, 24(2): 83-107.

### (5) Group Rights

- 5.1 Vermon van Dyke (1982), "Collective entities and moral rights:

- problems in liberal democratic thought”, *Journal of Politics*, 44(1):21-40.
- 5.2 Will Kymlicka (2007), "The good, the bad, and the intolerable: minority group rights" in Micheline Ishay (Ed.), *The Human Rights Reader: Major Political Essays, Speeches, and Documents from the Bible to the Present*, 2nd Edn (London: Routledge).
- (6) Land Rights
- 6.1 Paul Keating (2000), "The Red fern speech", in Michelle Grattan (Ed) *Reconciliation: Essays on Australian Reconciliation* (Melbourne: Black Inc): 60-64.
- 6.2 Tamar Meisels (2003), "Can corrective justice ground claims to territory?", *Journal of Political Philosophy*, 11 (1): 65-88.
- (7) Multiculturalism and Religious Pluralism
- 7.1 Will Kymlicka (1989), *Extracts from Liberalism, Community and Culture* (Oxford: Clarendon Press): 161-81.
- 7.2 Bhikhu Parekh (2006), *Extracts from Rethinking Multiculturalism: Cultural Diversity and Political Theory*, 2nd Edn (London: Palgrave MacMillan).
- (8) Children's Rights
- 8.1 Claudia Mills (2003), "The child's right to an open future?", *Journal of Social Philosophy* 34 (4): 499-509.
- 8.2 Diana Aurenque and Urban Wiesing (2015), "German law on circumcision and its debate: how an ethical and legal issue tuned political", *Bioethics*, 29(3):203-210.
- (9) The Right to be Loved?
- 9.1 S.Matthew Liao (2006), "The right of children to be loved", *Journal of Political Philosophy* 14 (4): 273-287.
- (10) Disability Rights
- 10.1 David Wasserman, Adrienne Asch, Jeffrey Blustein, and Daniel Putnam (2013), *Extracts from "Disability: definitions, models, experience"* in Edward N.Zalta (ed.), *The Stanford Encyclopedia of Philosophy*, [plato.stanford.edu/archives/fall2013/entries/disability/](http://plato.stanford.edu/archives/fall2013/entries/disability/).
- 10.2 Adrienne Asch (2001), "Disability, bioethics, and human rights" in Gary L. Albrecht, Katherine D. Seelman, and Michael Bury (Eds), *Handbook of Disability Studies* (London: Sage)
- (11) Marriage Equality and Human Rights
- 11.1 Carl F. Stychin (2004), "Same-sex sexualities and the globalization of human rights discourse", *McGill Law Journal* 49(4): 951-68.
- 11.2 Jonathan D. Katz (2014), "I do?! A panel discussion on queer

cultural activism", *Afterimage*, 42 (1): 28-36.

## **PHI 411: Applied Philosophy**

**1 Unit 4 Credit 100 marks**

### **Course Goals and Outcomes:**

The aim of the course is to introduce students the recent issues of social problems such as punishment, war and peace, responsibility and debate on new technologies. This course will also provide students philosophical issues concerning determinism, indeterminism, compatibilism, incompatibilism, freewill and moral responsibility.

- Problems of Freedom of Will
- Problems of Responsibility
- Duty and Solidarity

**Course Descriptions:** The course will particularly deal with some prominent issues of contemporary interest such as Theory of Punishment, peace and war, responsibility, war and peace, and some bioethical issues involved with new technologies of biosciences.

### **Recommended Readings:**

1. Acton, H.B. (Ed.), 1963, *The Philosophy of Punishment*, London: Macmillan.
2. Almond, B., 1995, *Introducing Applied Ethics*, Blackwell.
3. Andrew Crane & Dirk Matten, 2010, *Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization*, 3rd Edition, OUP Oxford.
4. Fischer, John M., 2006, *My Way: Essays on Moral Responsibility*, Oxford: Oxford University Press.
5. Fotio, N. and Elfstrom, G. 1986, *Military Ethics: Guidelines for Peace and War*. Boston: Routledgeand Kegan Paul.
6. Hart, H.L.A., 1960, *Punishment and Responsibility*, Oxford.
7. Kane, Robert, 2005, *A Contemporary Introduction to Free Will*, Oxford: Oxford University Press.
8. Pereboom, Derk, 2002, *Living Without Free Will*, Cambridge: Cambridge University.
9. Robert C. Scharff& Val Dusek (eds.), 2014, *Philosophy of Technology: The Technological Conditions-An Anthology*, Sussex: Wiley Blackwell.
10. Wells, D.A., 1967, *The War Myth*, New York, Pegasus.

## **PHI 412: Readings in Western Philosophical Classic**

**(Hume, Kant, Moore, Russell)**

**1 Unit 4 Credit 100 marks**

### **Course Goals and Outcomes:**

This course is concerned with the views of two classical philosophers—Hume and Kant. It is designed to provide the students with necessary knowledge of their major theories and basic concepts as well as their contributions to epistemology, metaphysics, ethics and society. Students are expected to have a thorough knowledge of the texts. The course is divided into two Parts: first part deals with Hume's *Treatise of Human Nature* and second with Kant's *Critique of Pure Reason*. Understanding Moore and Russell's philosophical contributions can go a long way toward helping us to understand the preoccupations of analytic philosophers in general. That's what we're going to try to do in this course.

### **Books Text:**

#### **Group A :**

David Hume, *A Treatise of Human Nature*, Book one, P.H. Nidditch (Ed 2nd ed., Oxford: Clarendon Press, 1978. অনুবাদ: রহমান, আবু তাহা হাফিজুর, ১৯৮১, মানব প্রকৃতির স্বরূপ অন্বেষণ, ঢাকা: বাংলা একাডেমী।

Emphasis will be given on Hume's theories of perception, abstract ideas, relation of ideas and matters of fact, causality, external world and scepticism)

#### **Group B:**

Text Immanuel Kant, *Critique of Pure Reason*, Eng. tr. Norman Kemp Smith, London: Macmillan, 1964. (Emphasis will be given on Kant's epistemological and metaphysical views, focusing on his theory of synthetic a priori judgment, space and time as a priori forms of intuition, nature and role of categories of understanding, and the limits of metaphysical knowledge.)

#### **Group C :**

Moore, G.E, *External and Internal Relations*.

.. The Nature of Judgment

The Refutation of Idealism

Truth and Falsity

Proof of External World

#### **Group D :**

Russell, B., *On Denoting*

On the Nature of Truth and Falsehood

The understanding of Propositions

Truth and Falsehood [from 1913 *Theory of Knowledge*]

### **Book References:**

Gardner, Sebastian. 1999, *Routledge Philosophy Guidebook to Kant and the*

Critique of Pure Reason, London: Routledge.

Hume, David, 1999, *An Enquiry Concerning Human Understanding*, Calcutta: Progressive Publishers.

Kemp, J., 1967, *The Philosophy of Kant*, London: Macmillan, 1968. Laird, J., *Hume's Philosophy of Human Nature*, London: Oxford University Press.

Mackie, J.L., 1974, *The Cement of the Universe*, London: Oxford University Press.

Macnabb, D.G.C., 1993, *David Hume: His Theory of Knowledge and Morality*, London: Oxford University Press.

Noonan, Harold W. 1999, *Routledge Philosophy Guidebook to Hume on Knowledge*, London: Routledge.

Passmore, J., 1980, *Hume's Intentions*, London: Duckworth.

Price H.H., 1963, *Hume's Theory of the External World*, Oxford: Oxford University Press.

Prichard, H.A., 1909, *Kant's Theory of Knowledge*, Oxford: George Allen & Unwin.

Russell, B., 1946, *History of Western Philosophy*, London: George Allen & Unwin.

অনুবাদ, রায়, প্রদীপ, ২০০৬, পাশ্চাত্য দর্শনের ইতিহাস, ঢাকা: অবসর।

### **PHI 413: Eastern Aesthetics**

**1 Unit 4 Credit 100 marks**

#### **Course Goals and Outcomes:**

It is to be expected that after completing this course the following aspects might be ensured:

1. Students of this course can know the basic tenets of Eastern Aesthetics.
2. They may be able to comprehend the impact of art and aesthetic work on the culture of the Eastern world.
3. They can compare Eastern aesthetics with any known aesthetics view developed in other part of the world

Course Description: The journey of Eastern Aesthetic thought is one of the important philosophical endeavours in comparison to that of others. Nonetheless, the aesthetics of this area were not considered as purely philosophical views at its very beginning. In the modern and contemporary ages, this branch of philosophy has been expanded into a very significant position. So for a better understanding of aesthetics, one should not skip the task of Eastern Aesthetics. This course aims to provide some outstanding lessons concerning Eastern Aesthetics. The term 'Eastern Aesthetics' mainly denotes the theories of art and beauty sourced from and developed in the southeast region of Asia. Furthermore, it includes the Islamic aesthetic



tradition of the middle east. The aesthetic thinkers of the Indian subcontinent get a preference for this prescribed course. A brief feature of Chinese and Japanese aesthetics is also included in this course.

**Course Details:** This course actually provides introductory ideas regarding Eastern Aesthetics. The following topics are prescribed in this course:

- A brief feature of 'Eastern Aesthetics '.
- Indian Aesthetics: source and development.
- Bharata Muni and his work on art.
- Islamic concept of beauty and art.
- Aesthetic views of some Islamic Philosophers: Al Farabi, Ibn Sina, and Ibn Khaldun.
- Aesthetic theories of some modern and contemporary Eastern thinkers:
- Swami Vivekananda, Rabindranath Tagore, Brajendranath Seal, Abanindranath Tagore, Allama Mohammad Iqbal, Ananda Kentish Coomaraswamy, and Kazi Nazrul Islam.
- The concept of beauty in classical Japanese aesthetics.
- An preliminary lesson on classical Chinese Aesthetics.
- Some Topics on Korean aesthetics.

**Course Outcome:** It is to be expected that after completing this course the following aspects might be ensured:

- Students of this course can know the basic tenets of Eastern Aesthetics.
- They may be able to comprehend the impact of art and aesthetic work on the culture of the Eastern world.
- They can compare Eastern aesthetics with any other known aesthetic view developed in other parts of the world.

**Recommended Readings:**

1. Vidya Niwas Misra, 2008, *Foundation of Indian Aesthetics*, Shubhi Publications, Gurgaon, India.
2. Meerja A. Gupta, 2017, *A Student's Handbook of Indian Aesthetics*, Cambridge Scholars Publishing, Cambridge.
3. Arindam Chakrabarti, 2016, *Indian Aesthetics and the Philosophy of Art.*, Bloomsbury Academic India.
4. Mini Chandran, Sreenath V.S. 2021, *An Introduction to Indian Aesthetics*, Bloomsbury Academic India.
5. Sheldon Pollock (Translated and edited), 2016, *A Rasa Reader: Classical Indian Aesthetics*, Columbia University Press, New York.
6. Valerie Gonzalez, 2001, *Beauty and Islam* I. B. Tanris Publishers,

London, New York.

7. Ibn Khaldun, 1958, *The Muqaddimah*, Translated from the Arabic by Franz Rosenthal, Vol. 2, Routledge and Kegan Paul, London.
8. Ken-ichi Sasaki (edited), 2010, *Asian Aesthetics*, Kyoto University Press, Japan.
9. Corinne H. Dale (edited), 2004, *Chinese Aesthetics and Literature: A Reader*, State University of New York Press.
10. খালদুল, ইবনে, ১৯৮১, *আল-মুকাদ্দিমা (দ্বিতীয় খণ্ড)*, অনুবাদ: গোলাম সামদানী কোরায়শী, বাংলা একাডেমি ঢাকা।
11. হোসেন, ড. মো. শওকত, ২০২১, *সাহিত্যদর্শন: প্রাচ্য ও প্রতীচ্য*, ঢাকা, জাতীয় সাহিত্য প্রকাশ।
12. হোসেন, ড. মো. শওকত, ২০১৭, *নন্দনতত্ত্ব*, ঢাকা, তিথি পাবলিকেশন।
13. বঙ্গোপাধ্যায়, ধীরেন্দ্রনাথ, ২০১২, *সংস্কৃত অলংকার শাস্ত্র: তত্ত্ব ও সমীক্ষা*, পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষৎ।
14. ঠাকুর, অবনীন্দ্রনাথ, ২০০৩, *বাগীশ্বরী শিল্প প্রবন্ধাবলী*, কলকাতা, আনন্দ পাবলিশার্স প্রাইভেট লিমিটেড।
15. রায়, সতেন্দ্রনাথ (সম্পাদিত) ২০১১, *রবীন্দ্রনাথের চিন্তাজগৎ: শিল্পচিন্তা*, রবীন্দ্র রচনা সংকলন, গ্রন্থালয় প্রাইভেট লিমিটেড কলকাতা।
16. ...., ২০১১, *রবীন্দ্রনাথের চিন্তাজগৎ: সাহিত্যচিন্তা*, ঐ।
17. জোয়ার্দার, সিদ্ধার্থ শংকর, ২০১২, *দর্শন, শিল্প ও সমাজ*, ঢাকা, জাতীয় সাহিত্য প্রকাশ।
18. ভট্টাচার্য, তপোধীর, ২০২২, *প্রতীচ্যের সাহিত্যতাত্ত্বিক*, ঢাকা, জাতীয় সাহিত্য প্রকাশ।
19. খান, গালিব আহসান, ২০২০, *দার্শনিক দৃষ্টিতে কাব্য ভাবনা*, জাতীয় সাহিত্য প্রকাশ।
20. পাল, সন্দীপ, ২০২১, *রবীন্দ্রনাথের দর্শনচিন্তা*, ঢাকা, জাতীয় সাহিত্য প্রকাশ।
21. রহমান, বদিউর, ২০১৫, *রসতত্ত্বের সহজপাঠ*, ঢাকা, জাতীয় সাহিত্য প্রকাশ।
22. মিত্র, ড. অশোক কুমার, ২০১০, *নন্দনতত্ত্বের নন্দকাননে*, দে'জ পাবলিশিং, কলকাতা।

## **PHI 414: The Metaphysics of Ethics**

**1 Unit 4 Credit 100 marks**

### **Course Goals and Outcomes:**

- **Course Descriptions:** This is an introductory course that deals with the metaphysical aspects of ethical issues. This course addresses various issues concerning the metaphysics of ethics that include the metaphysics of causation and moral responsibility, omission and moral responsibility, killing and letting die, the metaphysics of moral obligation, action theories, determinism and indeterminism and how they are related to the issue of free will and responsibility, action-reason-agency, reactive attitude theories, higher order desires and real selves, akratic action vs. actions that manifest agency breakdown, moral obligation, moral luck, alternative possibilities and moral responsibility, the notion of ultimate responsibility, compatibilism, incompatibilism and libertarianism, predestination and

divine foreknowledge, free will and modern science, metaphysics of group formation and collective responsibility, etc.

### **Course Goals and Outcomes:**

The aims of this course are

1. to provide students clear and comprehensive conceptions of philosophical issues concerning determinism, indeterminism, compatibilism, incompatibilism, freewill and moral responsibility; omission, obligation, agency, etc.
2. to make students able to interpret philosophical issues classified as compatibilism, incompatibilism and libertarianism;
3. to improve students' ability to think critically, develop their own ideas, and express these ideas clearly and persuasively in writing;

Upon successful completion of this course, it is expected that students will be able

1. to identify, describe and explain the major philosophical issues concerning determinism, indeterminism, compatibilism, incompatibilism, freewill and moral responsibility;
2. to formulate objections to a theory or to form counterarguments of their own against a theory;
3. to form arguments of their own to support a theory they prefer;
4. to apply critical thinking and reasoning skills in a wide range of career paths and courses of study.

### **Required Texts:**

1. Haji, Ishtiyaque, 2009, *Incompatibilism's Allure: Principal Arguments for Incompatibilism*, Buffalo, NY: Broadview Press.
2. Kane, Robert, 2005, *A Contemporary Introduction to Free Will*, Oxford: Oxford University Press.

### **Recommended Readings:**

1. Mansur, Mostofa Nazmul, 2019 "On Robert Kane's Account of Self-Forming Actions", *Copula*, Vol. 36, JU.
2. Mansur, Mostofa Nazmul, 2018 "An Evaluation of Derk Pereboom's Four-Case Argument", *Copula*, Vol. 35, JU, pp. 1-16
3. Haji, Ishtiyaque, 2017, "The Obligation Dilemma", *J Ethics*, Vol. 21, pp. 37-61.
4. Bernstein, Sara, 2014, "Omissions as Possibilities", *Philosophical Studies* 167, pp. 1- 23.
5. Mansur, Mostofa Nazmul, 2008, "Pettit's Notion of Groups as Intentional Subjects", *Copula*, Vol. 25, JU, pp. 51-60.
6. Fischer, John Martin, 2006, *My Way: Essays on Moral Responsibility*, Oxford: Oxford University Press.
7. Mele, Alfred, 2006, *Free Will and Luck*, New York: Oxford University

- Press.
8. Pettit, Philip, 2003 “*Groups with Minds of Their Own*”, *Socializing Metaphysics: The Nature of Social Reality*, (ed.) Schmitt Fredrick, Rowman and Littlefield Publishers, pp. 167-193.
  9. Widerker, David and Michael McKenna, Michael, 2003, *Freedom, Responsibility, and Agency: Essays on the Importance of Alternative Possibilities*, Aldershot, UK: Ashgate Press.
  10. Pereboom, Derk, 2002, *Living Without Free Will*, Cambridge: Cambridge University.
  11. Haji, Ishtiyaque, 2002, *Deontic Morality and Control*, Cambridge: Cambridge University Press.
  12. Robert Kane, Robert, ed., 2002, *The Oxford Handbook of Free Will*, Oxford: Oxford University Press.
  13. Smilansky, Saul, 2000, *Free Will and Illusion*, Oxford: Oxford University Press, Clarendon Press.
  14. Fischer, John Martin and Mark Ravizza, Mark, 1998, *Responsibility and Control*, Cambridge: Cambridge University Press.
  15. Kane, Robert, 1996, *The Significance of Free Will*, New York: Oxford University Press.
  16. Zimmerman, Michael J. 1996, *The Concept of Moral Obligation*, Cambridge: Cambridge University Press.
  17. Honderich, Ted, 1993, *How Free Are You?* Oxford: Oxford University Press, Clarendon Press.
  18. Wolf, Susan, 1990, *Freedom Within Reason*, Oxford: Oxford University Press.
  19. Lewis, David, 1989, “The Punishment that Leaves Something to Chance” *Philosophy and Public Affairs* 18 (1) pp.53-67
  20. Molina, Luis de, 1988, *On Divine Knowledge*, Ithaca, NY: Cornell University Press. ( Translated with an introduction by Alfredo Freddoso)
  21. Held, Virginia, 1970, “Can a Random Collection of Individuals be Morally Responsible?” *Journal of Philosophy* 67 (14), pp. 471-481.
  22. Double, Richard, (1991), *The Non-Reality of Free Will*, Oxford: Oxford University Press.
  23. Clarke, Randolph, (2003), *Libertarian Accounts of Free Will*, (Oxford: Oxford University Press.

**PHI 415: Bio-ethics and Bio-Medical Ethics      1 Unit 4 Credit 100 marks**

**Course Goals and Outcomes:**

- The objective of the course is to give an account of bioethics and Medical ethics
- Upon Completion the course students will be able undersatnd the key issues of bioethics and Medical Ethics

**Course Description:**

**Bioethics:** Nature and scope of bioethics, relation of bioethics with other disciplines, necessity of bioethics in present situation. New ways of birth and formation of family, reproductive technology, surrogating and its consequences, genetic testing & screening, human gene therapy and genetic engineering. Suicide, euthanasia, abortion, ethical framework for life support decisions, the value and quality of life; Morality of organ transplantation, the supply of organs, determination of death, the experimental frontier. Ethical decision-making in science and technology, ethics of prevention and protection.

**Medical ethics:** Health, disease and the scope of medicine, relationship between the concepts of health, illness and disease. Health as normality, disease as abnormality. The physician-patient relationship, paternalism and contractual models, veracity, privacy, confidentiality, fidelity, the dual roles of physician and investigation. Informed consent: Historical background, concepts and elements of informed consent, the law and its limits, the quality of consent, competence to consent, balancing benefits, costs and risks, justification for not obtaining consent. Health-care delivery and resource allocation, analysis of some key-concepts, types of allocation, fair opportunity, criteria for evaluating allocation, the right to a decent minimum of health care, beneficence rather than justice, obligations without right, rationing scarce treatments to patients. Virtues and ideals in professional life.

**Recommended Readings:**

1. American Medical Association: Council on Ethical and Judicial Affairs: *Code of Medical Ethics: Current Opinions with Annotations*, Chicago, American Medical Association, 1981.
2. Basson, M. (ed), 1980, *Ethics, Humanism and Medicine*, New York, Alan R. Liss.
3. Beauchamp, T.L. and Childress, J. F., 1983, *Principles of Biomedical Ethics*, Oxford, OUP.

4. Charlesworth, M, 1993, *Bioethics in a Liberal Society*, Cambridge, CUP.
5. Chadwick, R. F. (ed), 1992, *Ethics, Reproduction and Genetic Control*, rev. edn. London, Routledge.
6. Chadwick, R. F., Bock, G. and Whelan (eds), 1990, *Human Genetic Information: Science, Law and Ethics*, Chichester, John Wiley.
7. Dyson, A and Harris, J. (eds), 1994, *Ethics and Biotechnology*, London, Routledge.
8. Lewis, H. W., 1990, *Technological Risk*, New York, Norton.
9. Fulford, KWM, 1989, *Moral Theory and Medical Practice*, Cambridge, CUP.
10. Nuffield Council on Bioethics, 1993, *Genetic Screening: Ethical Issues*, London, Nuffield Council on Bioethics.
11. Ramsey, P and McCormick, R. A (eds), 1978, *Doing Evil to Achieve Good: Moral Choice in Conflict Situations*, Chicago, Loyola University Press.
12. Spicker, S. F. and Englehardt, T.H., (eds), 1977, *Philosophical and Medical Ethics: Its Nature and Significance*, Dordrecht, the Netherlands: D. Reidel.
13. Harris, J., 1985, *The Value of Life*, London, Routledge.

